

ASSOCIATION OF AMERICAN COLLEGES

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The Liberal College Moves Forward

A New Day for College Libraries

Meeting the Problems of Finance

Activities of the Association Office

ROBERT L. KELLY, Editor

Assistant to the Editor

MARTHA T. BOARDMAN

Contributing Editor

ARCHIE M. PALMER

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In view of the additional clerical expense for *single subscriptions*, the special rate for these beginning with the next volume (1931) will be \$1.00 per annum. Club subscriptions of ten or more copies to be mailed to one address will remain fifty cents each per annum as heretofore.

The regular price of an annual subscription to the BULLETIN is \$3.00; ordinary single copies, seventy-five cents; the March issue (Proceedings), \$2.00.

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* Index to College Development Programs, p. 418.

THE SEVENTEENTH ANNUAL MEETING OF THE
ASSOCIATION AND THE ANNUAL MEET-
INGS OF THE ALLIED AGENCIES

The seventeenth Annual Meeting of the Association of American Colleges is to open at the Claypool Hotel, Indianapolis, on the morning of Thursday, January 22, 1931, President Luther P. Eisenhart in the chair. The morning session will be devoted to the annual report of the Executive Committee and of the Executive Secretary, Robert L. Kelly; the report of the Treasurer, President William M. Lewis, and the presentation of the following topics:

"The Enlistment and Training of College Teachers," President Ernest Hatch Wilkins, Oberlin College.

"Faculty and Student Scholarship," President Henry M. Wriston, Lawrence College.

"The Uniform Statistical Report Blank," President Donald J. Cowling, Carleton College.

"The Enlargement and Care of Permanent and Trust Funds," Dr. Alfred Williams Anthony, Trustee, Bates College.

"Educational Surveys," President Frank L. McVey, University of Kentucky.

The annual dinner will occur as usual on Thursday evening, January 22, at which time the address of the President of the Association will be given and there will be a discussion of "The Place of the Fine Arts in the Liberal College" by Dr. Lorado Taft, the sculptor, of Chicago, and Dr. John Erskine, the Chairman of the Administrative Committee of the Julliard School of Music, New York.

At other sessions Colonel R. I. Rees of the American Telephone and Telegraph Company will set forth the latest investigations of that Company into the place of the college man in business. President Joseph Wharton Lippincott

of the J. B. Lippincott Company of Philadelphia will show from the records of the publishers that the college is the chief conservator of the best literature in the United States.

"The Function of the Liberal College"—as an independent institution and within various types of universities—will be presented by President William Lowe Bryan of Indiana University, President Robert Maynard Hutchins of the University of Chicago, and others. It is expected also that there will be a debate upon the topic "Mass Education on the College Level."

ALLIED AGENCIES

On Sunday, January 18, the pulpits of the churches of Indianapolis will be open to the visiting delegates. The detailed arrangements are in the hands of Dr. H. O. Pritchard of the Disciples Board of Education, and the Secretary of the Federated Churches of Indianapolis.

On Monday, January 19, various standing committees of the Council of Church Boards of Education will be in session and some of the church related college associations will have their opening meetings also.

On Tuesday, January 20, the Council will hold three sessions at which the annual reports of the officers and committees will be made, and some of the special problems of the Council and of the Boards will be considered. The evening session will be devoted to student problems. The church related associations will also continue their programs.

During the forenoon and afternoon sessions of Wednesday, January 21, the problems of the church related colleges will be considered with especial reference to the contributions which they make within the areas of home making, the vocations, the larger social contacts, the work of the church, the uses of leisure and the development of culture. There will be a series of twenty-minute addresses with abundant opportunity for discussion. Among the speakers are President W. F. Dexter of Whittier College, President R. P. Pell

of Converse College, President Irving Maurer of Beloit College, President William M. Lewis of Lafayette College and Doctors H. O. Pritchard and Allyn K. Foster.

Wednesday evening has been set aside for a meeting of the Liberal Arts College Movement. It is hoped that at this time steps may be taken looking forward to a closer alignment with the Council of Church Boards of Education and the Association of American Colleges.

Reservations should be made at once for these meetings. The Lincoln Hotel and the Severin Hotel are offering special inducements. It is also guaranteed that the usual convention rates will be offered by the railroads of the country on the usual condition that one hundred and fifty delegates present certificates duly signed by their home agents.

EDUCATIONAL PROBLEMS

SOME OBSERVATIONS ON ACADEMIC
TREE SITTING

WILLIAM MATHER LEWIS

President of Lafayette College

The summer through which we have just passed has been productive of many activities which throw light upon the mentality and interests of the American people. At one end of the line of national occupation has been the diminutive golf course answering the demands of those who wish to take their athletic recreation in homeopathic doses. At the other extreme we find the endurance contest in all its fascinating and ennobling expressions, giving outlet to the energies of those who believe that they also serve who only stand and wait—or sit and wait, as the case may be. The great American spirit of adventure has found its most universal expression in tree sitting. On the hemlocks of the New England hills, the apple trees of Kansas and the live oaks of California, have perched the daring and determined youth of our country—stepped to a task from which only lightning, slumber, or a local policeman has brought them tumbling down. Lowering a basket for food; basking in the flashlight of a newspaper photographer; accepting serenely the plaudits of their fellows, they have given an impressive exhibition of the extremes of aimless endurance to which an ambition for prominence will bring one. And these evidences of the prevalence of aimless endurance, of purposeless striving suggest a well nigh universal attitude which leads inevitably to a fall. Last November came the crash of the financial tree sitters who laughed at the old adage that what goes up must come down, and in politics, domestic and international, we recently have had some in-

teresting examples of the plight of those whose motto is "sit tight."

But it is not of these that I write—but of a group vastly more numerous and very much closer to us in the field of education—the academic tree sitters. To the campuses of some seven hundred colleges and universities in America they flocked in September; to clamber up the tree of knowledge, with the ambition patiently to sit there for four years when as a reward for their aimless endurance the institution will bestow upon them a diploma.

The independent liberal arts college, if it maintains standards high enough to justify its existence, will have fewer academic tree sitters in its student body than do other types of institutions. Because of limitation in enrolment and an established policy against expansion it is possible to apply selective processes which turn back those who are manifestly unfit for the college experience. To those who feel that more latitude should be given, one can point out with assurance that it is much fairer and kinder to a boy to refuse him admission when the evidence points to the fact that he cannot survive the college experience, than to accept him on a long chance and then to dismiss him at the close of the first semester of the first year when he has proved that he cannot do work of college grade. No perfectly satisfactory method of college entrance has as yet been evolved—but more and more the trend is toward a system where personality and character are given weight as well as scholastic accomplishment. The latter measure when used alone will never eliminate the tree sitters, because intellectual ability does not necessarily assure success in college. I would rather have in a college with which I am connected a group of students of only average ability—but with intellectual curiosity, with a desire to learn—than a group of brilliant youth, blasé and self-satisfied. The latter can put up an amazingly strong resistance to learning. Now, how can we select the student with intellectual curiosity—with a desire to learn? Not merely by scanning his

fifteen credits from the high school or the results of his College Entrance Board examinations—but by getting the honest opinion of those teachers who have known him over a period of years and by examining his life history for at least six years before he applies for college admission. The record of his classroom work; his character development; his industry; his social attributes; his leadership qualities; his physical development—all these things are essential to the proper estimate of the candidate and all these things are considered in the study being made by the Carnegie Corporation in the schools and colleges of Pennsylvania. That the matter of the proper selective process is one of importance is demonstrated by a mental survey of the seniors in nineteen high schools made some five or six years ago by a committee of the Pennsylvania State Education Association. Applying norms worked out at Lafayette College, they found that just about half the boys and girls intending to go to college were good risks—in other words, only 50 per cent had the ability to complete the college course. This tallies closely with the general figures which show that less than half of the students who enter American colleges and universities graduate.

The academic tree sitter possesses aimless endurance. The successful student exhibits purposeful endurance. That the tree sitting group is so large is not alone the fault of the individual but the college as well. The students are aimless in many cases because the college itself is aimless. Ask many college executives or faculty members to define the purpose of their institution or of college education in general and you will be regaled either with meaningless generalities or parrot-like repetition. And still if a college is worth attending, its purpose is capable of definition and of simple definition as well. And if the student is to be a success in college, he must have a well defined idea of what he is there for and what the college has to offer that is worth while.

Briefly, it is the aim of the college to prepare men to live the abundant life. And this can be accomplished by implanting the desire and developing the ability of each individual to be truly successful in his life work, by stimulating an abiding sense of his responsibility as a citizen and by showing him how to utilize his leisure time in the enjoyment of ennobling avocations.

A freshman cannot be guided to an intelligent definition of what college is by a teacher who does not know. An outstanding advantage which the independent liberal arts college has over the junior college on the one hand and the university on the other is that it may bring its freshmen under the influence of mature and experienced teachers of professorial rank. An outstanding weakness in the entire educational system of America is that we reverse the process and place our youngest students in any given division of our school and college organization in the hands of the youngest and most inexperienced teachers in that division. If education consists of teaching people how to think, it is quite evident that we are accomplishing very little educationally in the lower grades of many of our public schools. There the children just beginning their formal training are supervised by young girls whose thinking processes are extremely superficial. Only those can teach others how to use their mental machinery who through experience and observation have learned something about it. In our colleges and universities, likewise, intellectual pursuits will never assume their proper place as long as the best instruction is reserved for upper classmen and freshmen are placed at the tender mercy of inexperienced instructors. Much of the disillusionment of students entering college is due to their passing from the best secondary school teaching to the poorest college teaching.

At Lafayette College last year instruction to the freshman class was given by sixteen professors, four associate professors, fourteen assistant professors and twenty-six instructors. Of the latter three were teaching for the first

time. In some of the more largely attended courses, such as freshman English, chemistry, physics and biology, the instruction is divided between the professor who lectures, and other members of the department, who have the students either in quiz sections or in the laboratory. Approximately 50 per cent of the total instruction to freshmen is done by men whose rank is above that of instructor, while part of the instruction is done by men of professorial rank in at least three-fourths of the courses which the freshman takes.

Another reason why there are so many academic tree sitters, especially among the group having real native ability, is that colleges universally have a dead-level grading system. A boy capable of doing "A" work enters the college and all he is required to do is "C" work. No demand is made upon him to stretch his mind. He therefore is not submitted to the educational process, he becomes an academic tree sitter. On the other hand, the boy with the "C" mind who does "C" plus work, receives no special credit for application and determination, but he is being educated. If we are to have real leadership in America—and politics, business, society are calling out for it, we must stretch the minds and strengthen the moral fibre of those with the best intellectual equipment.

If it is fair to the student of average ability to demand that in his college work he maintain a "C" average, it is likewise fair to require that the individual of "B" or "A" ability live up to his potentialities. No harsh or arbitrary standards need be involved—but by means of the student's life history to which I have referred, entrance examination, college aptitude and character test, the college authorities will seek to discover the indicated ability of each. On a basis of this indicated ability a grade quota system for each student will be determined, and henceforth each will be held responsible for the attainment in college work in conformity therewith. The psychological effect upon the students will not be the least of the merits of such a plan. To

a degree not sufficiently appreciated, the more capable recognize their own capabilities and knowing that average work will no longer be acceptable from them will conform to the new standards. The brilliant tree sitter will thus be saved from aimless endurance and get on the road to real achievement.

In the average college marking system we find many classifications. There are the failures and the conditioned—the “A” pluses and the “B” minuses and whatnot. The tree sitter may slip over the line to safety by taking a second or third or fourth examination. Some day the progressive college will have but three classifications. The student will fail or pass or pass with distinction. If he fails he will take the course over again in a regular session of the college. It is evident that a man either knows his subject or doesn't know it. A make-up examination which adds the necessary ten points to a student's term grade, adds not one hair's breadth to his intellectual stature.

Again, an element which works against the student's thorough grasp of any one subject and for a superficial attitude is the conventional recitation schedule. A student and instructor may just be reaching an interesting point of discussion when the bell rings and geology gives way to French. Sometime there will be worked out a plan by which each student will spend a solid week during the year on each subject in his program. That is to say that if his schedule includes English, French, geology, economics, and geometry, he may have a week in April when his entire attention is given to English—a week in March when his geology work occupies all his time, and so on. The benefit in terms of creating a spirit of research would be inestimable; the possibility of field trips and visits to museums and art galleries would be greatly extended. Obviously the difficulties in building schedules to fit such a plan appear at first glance well nigh insurmountable, but the consideration of its possibility by faculty members and thoughtful students would be thoroughly worth while.

But even if such a departure from the conventional procedure were found impossible, the student should have his attention focused upon those opportunities for research, for doing independent creative work, with which every good college abounds. One who points out possible improvement in college method should not be interpreted as belittling the present offerings, for they are more abundant than even the most ambitious student can encompass. Particularly striking are the constantly increasing facilities and encouragement for those who really wish to get beneath the surface, and only those students who have some real desire for this sort of thing should be found in the junior and senior classes of a college. If such a desire has not been aroused in the freshman and sophomore years, either the college has failed in its duty, or the student is not college minded. Given the proper instruction in the first two years of college, the student should feel the desire to do more and more independent work. In this effort the college library is of inestimable worth. It is indeed the heart of the college both from the scholarly and the recreational angle. In a leading state university the number of books read for recreation during the academic year averaged less than eight per student. It would appear that something is wrong in the educational process where there is no more desire to enjoy the delights of reading than that. If the student is a stranger to the library save when the necessities of some class assignment send him there, the chances are that he is among the academic tree sitters. But his attitude can be entirely changed by some mature and sympathetic professor who is not too busy to do the thing for which colleges really exist.

If we can somehow catch the meaning of the comradeship of learning in which we as teachers and students are engaged—if we can together sympathetically and intelligently work to the end of complete thinking—of transforming knowledge into wisdom, we shall realize the joys that so many miss all the way through life, we shall add to our

individual effectiveness and to the usefulness of the American college.

No college stands still. It either moves forward or backward. It either meets the needs of each new day courageously and effectively, or basking in the reflected glory of the good old days, ceases truly to educate. Obviously, many colleges are not serving the need for which they were created. In some instances they have outlived their usefulness and are being kept alive because of local pride or alumni effort. The work they do does not compare favorably with that in the best high schools and preparatory schools, and still they continue to give degrees. It would be of inestimable value to the cause of education if such institutions should pass out of the picture or should be absorbed by stronger institutions. There should be no embarrassment to those who are interested in these institutions in taking such a step, but on the contrary a sense of satisfaction that they are promoting educational efficiency. The law of supply and demand has always been a governing influence in the founding of colleges in America. In the early days when the explorers and adventurers in America began to settle down and form permanent communities there arose a need for trained clergymen, law makers and teachers. The charters of the Colonial colleges show clearly that they came into being to fill that need. Then when the independence of the Colonies was won there came the great period of expansion; the Louisiana Purchase and the opening of the Northwest Territory. And all along the trail of the covered wagons there sprang up the small colleges. And they came to answer the needs of the pioneers who could not afford, either the money or the time, to send their children back to the colleges on the Atlantic seaboard, and yet who wished them to have the advantages that would tend to give them leadership in the professions and in business. Then came the technical schools, the state universities, women's colleges, and city universities. And as the number increased and transpor-

tation facilities became better, many of the outpost colleges found it increasingly difficult to function successfully because of a scarcity of students and a lack of funds. At the same time other pioneer colleges because of the fine quality of their work; devotion to high ideals; and wisdom in the definition of their policy found increasing numbers and greater financial support as the days went by. It is some of these which to-day are showing the way to advanced educational methods and which make the future of the independent arts college certain. No unit in our educational system is more necessary than this. None is less necessary than that which begs young people to come to it and then begs generous people to furnish funds so that their students may remain in the institution. The law of supply and demand is not working there.

No college student stands still. He likewise moves forward or slips back. He cannot prevent the fact that he will be a different person when he graduates from the one who entered the college halls. But it is quite within his power to decide what kind of person he will be. The parable of the talents still holds good after twenty centuries. When a man wastes money it is regrettable—when he wastes time it is deplorable—but when he neglects the opportunity of getting out of the four years of his college life those things which will make him a happy, successful, and altruistic member of society, it is tragic. Among all the rewards which college life offers, there is none provided for the tree sitter. It is well for the college to have intellectual stock taking periods, in order to determine honestly whether it is a resting place for academic tree sitters, or a useful and essential element in the culture and progress of the generation which it is supposed to serve.

THE LIBERAL ARTS¹

ALFRED H. UPHAM

President of Miami University

Years ago I was teaching English at Miami with the usual quota of students in freshman composition. Some formal occasion brought about an academic procession. Of course I had my composition students write their impressions of it. Imagine my surprise at learning that this solemn ceremonial with its emblematic trappings and colors from an earlier day meant to these undergraduates nothing whatever of symbolism or tradition. They merely took it all for granted as a college professor's debauch into the reds and bright blues ordinarily denied him in everyday clothes.

In much the same way we have lost the real flavor of our academic vocabulary. Expressions like "professor," "commencement," "bachelor," "doctor of philosophy," and even "preaching the baccalaureate" glide from our tongues constantly with little thought of their historical significance till someone not yet initiated calls us to account. While I was in the West, one of our county agricultural agents a long way from the campus took me with him on one of his daily trips. At a farm house he introduced me as "Dr. Upham from the University." Then he was called into the house to the telephone. The good rancher looked me over appraisingly. "Dr. Upham," he repeated. Then a light broke over his face. "Oh, yes," he said, "I suppose you have the veterinary department up there."

Among these fossil expressions in our academic clay none is more familiar than "Liberal Arts." Yet it is one of those elusive terms like culture or personality which we are always redefining with little success. These days everything

¹ Address delivered at the annual dinner of the Ohio College Association, 1930.

that does not admit of exact definition and lend itself to a yes-and-no examination appears to be doomed. Hence the impression that the liberal arts and the colleges that deal in them are in a bad way.

As nearly as I can determine, the liberal arts were originally not arts at all as we understand the term; neither in the present sense of the word were they liberal. The Romans themselves first spoke of them as *disciplinae* or subjects of study, and they were liberal in that they constituted the education of the free man or gentleman in contrast to the vulgar craftsmanship developed by the slave. They were recognized as seven in number, including the "Trivium" of grammar, logic, and rhetoric, and the "Quadrivium" representing arithmetic, geometry, music, and astronomy.

Looked at through the vista of nearly twenty centuries such a program appears remarkably archaic and simple. Most of these arts were seized upon by our elementary schools long ago, even before they got around to appropriating organized athletics and other things really collegiate. Latin and Greek were not in the ancient list at all. They were then the medium of expression, the languages whose grammar and rhetoric were being organized. These ancients, we remember, did not know they were ancients. The only approach to science in the group was astronomy and that was concerned with a spangled celestial canopy stretched above a flat earth. It is hard to believe that this was the beginning of the curriculum or philosophy of education which has survived until today and now counts its adherents by the millions.

It is the same and yet not the same. One thing in it is fundamental. *It represents the learning of a gentleman*, untainted by immediate contact with the practical or utilitarian. Nowadays when everybody or nobody is a gentleman, and nobody or everybody a slave, we are *still conscious of this distinction*, but we *have less to say about it*. We have come to emphasize instead another quality not

originally intended but always easy to read into this word "liberal." The liberal arts, we say, are the liberalizing arts, the studies that liberate the mind and send it questing on strange and alluring adventures. This was emphatically the case when the world of learning was young. It was true again when scholarship awoke to the sunrise glory of the Renaissance. Even grammar must have had a thrill to it when men first charted the mysterious courses of the language they spoke. Rounding up and identifying all the forms of a Greek verb for the first time was an experience comparable only to naming the animals in Eden.

Renaissance scholars had all the fun of learning everything over again. Note how they worked upon one of their pupils, a young giant who would have qualified for the Varsity in any of our colleges. I quote from Rabelais: "On arising they considered the face of the sky, if it were the same as they had observed it the night before, and into what signs the sun was entering, as also the moon for that day. This done he was apparelled, combed, curled, trimmed and perfumed, during which time they repeated to him the lessons of the day before; he himself said them by heart, and upon them would ground some practical cases concerning the estate of man, which he would prosecute sometimes two or three hours, but ordinarily they ceased as soon as he was fully clothed. Then for three good hours he had a lecture read unto him; this done, they went forth still conferring on the subject of the lecture unto a field near the university where they played at tennis or the ball, most gallantly exercising their bodies as before they had done their minds." Later, while they stayed for dinner, "they did clearly and eloquently pronounce some sentences that they had retained of the lecture." This sort of thing, says Rabelais, went on from four in the morning till late at night until it became "so sweet, so easy, so delightful that it seemed the recreation of a king rather than the study of a scholar."

In this company such an account leads naturally to but one question: Why can't we submit our letter men of today

to this treatment and make them like it? The answer, which is two-fold, seems equally apparent: First, the young Gargantua, whose education is here described, was training to be a gentleman, a royal personage like his father. Second, the youth of learning was once more at its spring, and all knowledge seemed new and strange and fascinating. The learning process for Gargantua and his contemporaries was a liberating mental experience. Either or both of these things, it seems, must be present if the liberal arts are to justify themselves to any civilization.

The first of these, the training of gentlemen, seems today even more archaic than the Trivium and Quadrivium. We are training bond salesmen and department managers and club women, but hardly gentlemen. The only gentlemen in our personal experience are floor-walkers and elevator starters. An enraged proletariat no longer inveighs against the aristocracy and hales them to the lamp-posts; now they storm at the bourgeoisie and smash shop-windows. Whether we like it or not the students on our campuses are largely of two great classes: those who are looking forward to some kind of career or occupation and regard college as more or less a preparation for this; and those others who are merely going to college, who glory in the temporary privilege of being America's only leisure class, and whose degree should be not B. A. but P. A., which in campus diction means "Playing Around." These healthy young barbarians are at play; they are not consciously preparing for anything.

So much for the professed gentleman. With velvet surcoat and shining rapier he steps out of the picture. We are concerned now with the studies that liberate the mind, that illuminate the pathway to a career, that may even capture the imagination of the playboy; in short, that tend to make one a gentleman willy nilly. There are such studies. There always have been. They are not the same from generation to generation or from civilization to civilization. Once men wept with joy over a newly-unearthed fragment of Greek sculpture; they declared a holiday and rang the cathedral

bells. Now the "big activity man" dozes peacefully through the lecture that explains the beauties of this same piece. The novelty wears off, the bloom withers. New thrills arise to take the place of old ones.

We school men are in great part to blame. Groping for some means to impart to young imaginations some of the enthusiasm we have carried over from our youth or have ripened in our middle age, we analyze and over-refine and lecture about things and wonder why we fail. In much the same way our own sons and daughters wonder why they fail to enthuse us with their appreciation for whispering baritones and the latest variety of blues.

Grammar and rhetoric, I have suggested, were once vital things. Many generations of classifiers worked on them and now look at them. I once succeeded an English professor who had written a grammar. He prided himself on having run to earth and classified more distinct forms of the English verb than any other living man. His conjugation of the verb "love," which strangely enough he took as a model, was so extended that it required an insert sheet folded three times. Yet Shakespeare, who knew a lot more English than he did grammar, once ventured the question, "Who ever loved that loved not at first sight?"

What are these liberal arts anyhow? Are they the liberal studies of yesterday, or of a hundred years ago, or of that remote Roman civilization when Varro first set up his seven "*disciplinae*"? The first catalogue of Miami University, printed in 1826, announced a fixed course of study including four years of Greek, four of Latin, two of Hebrew, two and a half of mathematics. A half-year was given to astronomy and chemistry, and another semester to logic and political economy. This year's catalogue lists 80 courses in six basic sciences. Thirty courses in economics and business administration represent that original one semester of political economy, but not all of these are accepted as liberal arts. There are numerous departments which were never even heard of in those early days. A mere handful of stu-

dents are now translating Greek and a respectable minority still wrestle with Cicero and Horace. But courses in Greek art and Roman civilization attract many students, and a famous experimental college can give an entire year to the Greek civilization. Perhaps I am using a great deal of time to give expression to a very simple thing. "I am not witty in myself," said Falstaff, "but the occasion why wit is in other men." Subjects of study are not in themselves liberating or liberal, but become so as a particular generation finds them vital and appealing and illuminating.

In recent centuries the greatest illuminating factor has been the enlargement of knowledge of the sciences. Even before that first Miami catalogue astronomy had lifted the canopy of the heavens and cast it to the uttermost confines of space, challenging men's minds to go along with it. Then geology loosed a few more mental fetters and imaginations were liberated into a vast expanse of time quite comparable to the infinite space astronomy had revealed. All the other sciences entered eagerly into the liberating process until shortly science and liberation became almost synonymous. Of all studies these offered the thrill of new adventure. Wandering with Aeneas or Ulysses or Hannibal, particularly in the Latin or Greek originals, came to be a slow and toilsome journey compared to questing at the speed of thought through *terra incognita*.

But science is imagination plus method. We speak of sciences as exact sciences. Men may be scientists and plug away at observations and formulas, blind as the mole that traces his pathway in the darkness. Only the really great ones lay stone upon stone in perfect line but always with a mental vision of the cathedral. So science has come to mean to the multitude mechanism and process and measurement to the exclusion of everything else. Petty disciples following the example of gifted masters have been able to copy the painstaking exactness of their detail and have been satisfied. Subjects of study that sought a popular following have set up as sciences and in doing so have scorned the

factors in their problems that were elusive and intangible. In many places the worship of science in this devitalized sense is as dull and crippling as was the practice of dialectic in the Middle Ages. Only the constantly recurring discoveries of bold and imaginative spirits in many fields have kept us conscious of the essential vitality of scientific thought. The sciences have been liberal arts in proportion as they have insisted on liberating.

With some of us who have coveted the dignity of being scientists, the case has not been so good. We educators, for example, decided that ours was a science. Then immediately we went on the defensive. "Exactly what are you doing?" the public asked. "Precisely how much appreciation of *Paradise Lost* did Red Jones acquire last year, and what is the coefficient of efficiency of that prosy old Professor Foozle? Can you give us the quantitative result? Answer yes or no." Fifty years ago we would have laughed at such questions. We might even have suggested flippantly that draughts from the Pierian spring are not measured in pint cups. But not today. The passion to evaluate something has too strong a hold upon us. We are exact scientists or nothing.

Sometimes, it is true, we feel misgivings. Reading accounts of the schoolmen of old and the devitalizing they did to the arts, we may even suspect that we too are medieval. The medieval mind worshipped authorities. The final argument was often "*Iipse dixit*"; the last word a quotation from Aristotle. We schoolmen of the new learning quote as reverently Thorndike or Terman or Judd, and our opponents must needs answer us with other quotations. In the Middle Ages they built up lists and assembled catalogues of things. Men talked of the nine worthies and the seven deadly sins. Only the other day I heard one member of our profession speak most disparagingly of an unqualified teacher he had known. "Why," he said, "he did not even know the seven cardinal principles of secondary education!" This comment

was a sad blow to my pride, since for all I knew there might have been eight.

The medieval mind also delighted in a strange scholarly jargon, intelligible only to the elect. Rabelais, from whom I have quoted, satirized this practice in a controversy between two learned men who went the limit and argued only in signs. Nowadays we have text-books in psychology. Some ill-mannnered wag has called this new language of ours "pedaguese." At any rate it takes strange liberties with our mother tongue. Nouns become verbs; else they do not "function" properly. Every noun, no matter how general or abstract, deserves a plural, and we talk of knowledges and skills and researches. I might even suggest that in the good old way we have gone seeking the philosopher's stone and various of our colleges have found one formula or another that will transmute the baser metals of youthful indifference and incapacity into the purest gold.

Please do not misunderstand me. Once we were too vague in our enthusiasms. Nowadays we are doing splendid things in education, better by far than our own scholars admit when they are clearing the ground for a new doctor's dissertation. Neither would I have you take me to mean that liberal studies should concern themselves only with intellectual novelties, should express the last cry in academic fashion. Culture is a conservative thing. A man of culture shows it by rising superior to passing fads and enthusiasm. The liberal quality of our training should display itself in the steadying of our judgments and convictions throughout life. But there is a positive as well as a negative side to all this. Pursuit of the liberal is not merely a rear-guard action in a never-ending retreat. Once we fought to sustain Greek in the curriculum; then Latin, then mathematics. It is hard to capture young enthusiasm with mere defensive strategy.

Perhaps we may illustrate this through the medium of the fine arts, now seeking as never before admission to the

best society of our liberal studies. I have known a painstaking instructor in zoölogy who liberated his soul through playing the piano. We hear of football coaches who fiddle or paint pictures. The appreciative knowledge of poetry and the writing of poetry have been recognized for years as liberal subjects. They belong to the English department which was accepted several generations ago. Play-acting and play-producing we have justified on the same basis, even when they include building sets and painting back-drops. Music and painting we have admitted freely in their respectable Dr. Jekyll rôles of musical theory and art appreciation, but in the rowdy character of Mr. Hyde, when they took the form of glee club singing or portrait painting, the academic butler has kept them waiting on the doorstep. In the latter form they must represent fine old families gone to seed, for music, we remember, was one of the seven liberal arts two thousand years ago, and the gentleman-scholars of the Italian Renaissance like Michelangelo and Benvenuto Cellini were painters and moulders of precious metals.

"*Ars longa, vita brevis.*" Maybe we have failed to recognize that the spirit of art is eternal and unchanging; it is only our conception of the particular arts that changes. The gentleman too is a sort of hardy perennial, even when he sells life insurance and dispenses groceries. "A right gentleman," declared an English author of the sixteenth century, "ought to be a man fit for the wars and for the peace, meet for the court and for the country." Which might be modernized to mean that he ought to have a life of the spirit as well as of the counting-room. As the generations go by, studies that minister to that life of the spirit are liberalizing, and therefore liberal.

THE LIBERAL COLLEGE AND HUMAN VALUES

ROBERT LINCOLN KELLY

The liberal college that neglects scholarship is lost. Intellectual torpor is the forerunner of educational bankruptcy. The most brilliant and fruitful eras of any college are those in which it has enlisted the greatest number of faculty men and women of sound learning and winsome personality. Such teachers draw and stimulate able students.

A college which places much emphasis on the humanities may forward social movements but it is in constant peril of intellectual deterioration. The social values of education may be over-emphasized in their relation to other values. Chesterton has remarked that our age is more humanist than intelligent. How often has the bigotry of reform thwarted an intellectual renaissance! The liberal colleges of America in increasing numbers are becoming stirring centers of fearless and constructive thinking.

Such reflections must stimulate to the fuller and more stubborn use of their minds, the members of all colleges which aspire to identify themselves with the great oncoming achievements of the intelligent human will. Multitudes of scholars are testifying that they found themselves in informal talks that followed dinner in the homes of professors. Editorial recognition has been given to this method by the *New York Times*: "It is undoubtedly true that there is a new spirit stirring in these centers of youth, a spirit which demands again the personal interest and guidance characteristic of the earlier days when teacher and student were in closer human relation, and when numbers had not come to displace the intimacies of instruction."

Any college that has such an inheritance of fine tradition, if wise, will be exigent in protecting it. If a college,

striking down into its own soil, finds no richness, no potentiality, then let it build anew on a fresh foundation. Happy are those whose foundations are already securely laid.

Of course no live college will rest on its traditions. Often the most priceless traditions of our liberal colleges have, until recently, been unanalyzed and followed blindly if followed at all. Some colleges have become stagnant and all colleges have suffered as a result. Others are very much awake and the effect is stimulating. An increasing number of our colleges are intensely and exuberantly alive. Each individual college today must justify its existence. Each must develop its own personality. It is certainly true that not all permanent values inhere in the country colleges, or those that are coeducational or residential. The obligation recognized by many colleges is to their own city, state, or local community.

Furthermore, it is well, frankly, to recall that these are the days of sophistication and disillusionment. As a people we are becoming urbanized, mathematicized, mechanized. These are the days of companionate marriage, of humanism, behaviorism, the skyscraper, speed, and in general we are confused by the deafening sounds and brilliant lights. The function of the country is to furnish hard surfaces for the continuously swiftly moving rivers of steel and rubber. Why be old fashioned and slow.

But these are also the days of the high-power human engineer who demands simplified practice. He has discovered that within all human endeavor, however complex, there are a few definite and common functional operations, whether in the city or the country, among the rich or the poor, the high or the low. We must have gentlemanliness and sportsmanship if we are to be crowded together. We must preserve open spaces as the complement to subways, if for no other reason. We must have domestic loyalty and virtue. We must preserve and develop literature, science, the fine arts, an educated democracy as well as an

intellectual elite. We must have a religion that is free from hypocrisy and intolerance. These are some of the conditions—not all of them, of course—of human unity which is a huge and overwhelming goal as yet unachieved, but, some men dream, achievable. Twenty-three American colleges, through series of conferences, have already made an effort to face a phase of this audacious dream.

Now, since the symptoms are so complicated and contradictory, shall we call in some of the engineers and listen to their specifications? A small group of men representing various areas of American education dined recently with Sir Michael Sadler, Master of University College, Oxford, as guests of the Carnegie Corporation. No living educator, perhaps, has had the opportunity and the insight as has he, to observe and interpret educational theories at work throughout the world. When Sir Michael opens his mouth, let no minor educational prophet bark. Sir Michael was intrigued to open his mouth: "What is the most important thing you are now considering at Oxford?" Instantly came the reply—"The problem of housing." He meant, in the city and in London as well as at the University. "What changes has Oxford made since the World War?" More cautiously, "Oh, Oxford has not made many changes since the World War. You would not wish Oxford to change much, would you? The ideal of Oxford has always been and still is that of the country gentleman's home."

Why, indeed, should Oxford change much, whose educational theories have been tested for 800 years and found good—whose sons constitute the most distinguished group of Christian commonwealth builders known to history? There are other types of English university. Let Oxford run true to form.

When John Dewey, America's most influential and stimulating educational prophet, organized at Chicago his first elementary school to test out his theories, he strove to preserve the unity of education and life as exemplified in

a well ordered home. He would capitalize the versatility of the domestic circle. His ideas, in part or in whole, sometimes extended to important areas of experience which he ignored, have been approved by thousands of American educators who are attempting to apply them in many American schools. John Dewey did not call it all the abundant life. Another, greater than he, so called it.

At this moment the vital problem which is being considered at Harvard, at Chicago, at Yale, at Northwestern, at Pennsylvania, is the problem of personnel; how to integrate and coordinate the now forcibly severed parts of educational subject matter into a unity which shall envisage the whole of life and shall foster a unified person, a unified society; how, specifically, to spend many millions of dollars, already in hand, in effective student housing, in academic home building; how to maintain the residential and other advantages of the smaller institution without sacrificing those of the larger. The watchword of the American liberal college is no longer analysis; it is synthesis, such synthesis as is achieved simply in a well ordered home.

Thus England, thus America—what about France? If there is a university where everything else is subordinated to the pursuit of scholarship, that university is Paris. Paris is a university of the intellectuals, by the intellectuals, for the intellectuals. And yet the humanizing processes are at work even in Paris, and the *Cité Universitaire*—a group of modern, comfortable dormitories, *a la Americana*—has sprung up where the walls of the city once were. The proverbial isolation and loneliness of the French university student are beginning to yield to an effort to domesticate and tame the intellect without in any sense dulling its keen edge.

Even Henry Ford, now also among the educational prophets, seeking, as he declares, no advice from the wisdom of experience, and with enough millions to have his own way, if money can buy the way, has first of all estab-

lished his New England country home with a program unified rather by science and its machinery than by letters and its dreams, yet intended to preserve the homely human virtues and recreations, including, of course, the means of making a living. In this connection, Sir Michael's enumeration of the five chief goods of life may be named. They are: a liberal education, health of body and mind, freedom from pecuniary anxiety, assured religious convictions, a happy marriage.

The American liberal college, after nearly 300 years of experience, thinks it has discovered some of the golden threads that run through all wholesome, cooperative endeavor. Whatsoever things are true, in science and philosophy and religion, it would think on those things; whatsoever things are good in human relationship, in things domestic, ethical, civic, social, without discriminations as to sex or race or nation or time or place of habitation, it would think on these things; whatsoever things are beautiful in God's creation and in human character—the joint product of God and man—and whatsoever things have been made beautiful by the rare gift of man's artistic touch, it would also think on these things. Few colleges have discovered all these golden threads that make up the warp and woof of human life, that bring human contentment. Most of them have failed even yet to learn that the temptations of beauty do not menace character building more than the perils of ugliness.

About these golden threads there is now in process of forming, if only we have eyes to see, a new golden age which should eclipse all those that are glorified by history, because built on firmer foundations. The liberal arts colleges must be the chief instruments in this transformation of human thinking and human social relationships. Never did groups of men and women have so challenging a task. This new golden age will be the outgrowth of an enlarged theory of knowledge which includes the testimony of the senses as science would have it do, and also the testimony

of reason, of intuition, of mysticism, as metaphysics would have it do. In these days when electrons are heard hammering away at the walls of the atom, when radio has brought us all into earshot of all the rest, it will no longer suffice to dismiss Joan of Arc and George Fox as lunatics. Our newly recognized theory of knowledge brings us two types of witnesses to the voices in the air.

Thus science and metaphysics have entered into sacred wedlock. Our physicists of the first order are metaphysicians, our metaphysicians utilize the scientific method, our astronomers and theologians—who heretofore have been in mortal conflict—are vying with each other in attempting to comprehend the infinite, our students of nature have discovered the existence of human nature, our students of human nature find in their own souls the evidence of God.

All this gives the liberal college renewed strength and courage to persevere in the colossal effort to build a new civilization on spiritual and intellectual foundations. The appeal of Daniel Webster, effective in its day, for liberty and union, may now be made on still higher ground for education and religion, now and forever, one and inseparable. To this end the individualist must strive cooperatively, the nationalist must develop the international mind, the man with the planetary mind, as the astronomers discover new planets and new systems of planets, must stretch his imagination to include the universe.

Or, if the new golden age, the outgrowth of a pragmatic idealism, must be described in more concrete terms, or even in terms of conflict rather than in terms of confidence, let us listen to Sir Philip Gibbs, who, in a recent essay, put it in this way:

"In this survey I have left out other powers not to be ignored—spiritual and intellectual forces at work in the modern mind. The next ten years will be a long-drawn fight between the new liberties and the need of discipline; between moral anarchy and Christian ethics; between the old traditions of law and order and this new paganism

which is invading modern thought; between some spiritual faith and absolute materialism; between the old values of life and intellectual bolshevism. I am no prophet concerning the outcome of that conflict upon which all other things ultimately depend. The next decade will be extremely interesting as a chapter of history in the great book of life."

This is the challenge to the liberal college on Christian foundations.

THE TIME-SPIRIT*

ARTHUR E. MORGAN

President of Antioch College

From a mountain top a man views a distant city. Individuals are scarcely seen, but dark streams flow hither and yon. He can discern only currents and masses of men.

Thus the historian views the past. Individuals, unless at the head of a throng, he seldom sees and must ignore, for he deals with masses and movements. Individuality which goes its own way and creates its own values, unless it also creates its own throng or its enduring records, is doomed to oblivion.

ESSENCE OF THE TIME-SPIRIT

Vogues of interest sweep over peoples or groups and concentrate enormous attention on timely subjects. The tremendous interest in modern physics has captured the loyalty of many great minds that by their complementary endeavors have achieved prodigious advances. Only a mass attack could have accomplished so much.

Yet the foundations of modern physics were laid when it was a relatively unpopular field, by men who escaped the group mind and worked almost alone.

* This is the second of five issues of Antioch Notes on "The Group Mind."

Mendel worked alone in making his great discoveries of the laws of heredity, and the scientific group mind of his day was so absorbed with other affairs that it could not see his thesis when clearly presented. Many years later, when the group mind of biologists had turned *en masse* upon the subject, his obscure record was discovered.

Too much commitment to the time-spirit is a blight on human culture. We need many free lances who will explore untrodden paths, and we need a widely distributed versatility of appreciation so that the free lance may have an audience when he returns with the story of his adventure.

Modern life is superior to former cultures in that it supports many vogues and time-spirits simultaneously. We have groups as religious as the Jews, as philosophical or as sensitive to beauty as the Greeks, as strong in organization as the Romans, as adventurous as the Norsemen, as good traders as the Phoenicians, and more inventive than any. Yet this versatility is confined by limited environments. There is still much chance that many a "mute inglorious Milton," or his equivalent in some widely different field, may never come into contact with the time-spirit that would set him free.

OVERCOMING THE TIME-SPIRIT

He who works independently of the prevailing time-spirit must use skill in achieving endurance for his labor, or be swallowed by oblivion. Jesus spoke in parables, and the simple-minded populace were carriers to posterity of truths greater than they knew. How much was lost, we cannot tell. Andersen's *Fairy Tales* and *Alice in Wonderland* carry rare burdens. Roger Bacon used a cipher to bridge the gap of alien generations.

Today it is not the verbal message which is likely to die, but the intangible spirit and temper which can be transmitted from man to man only by the touch of personality. So powerful and relentless is the drive of the time-spirit

that an alien temper of mind tends to be overwhelmed and lost. New forms of communication seem to make this type of survival even more difficult.

Whoever, apart from the prevailing time-spirit, would escape oblivion must with skill and care endeavor to achieve endurance for his creation.

SPECIALIZED GROUP MINDS

The growing universality of communication, while it accentuates the group mind and the time-spirit, also has the almost contrary result of keeping alive individuality that otherwise might be lost. An individual mind, following its own rare lead, may find a few congenial spirits through wide-spread communication, and so create and keep alive a group interest that could not be maintained by any local community. No city, however large, has many persons creatively interested in the quantum theory; yet through scientific publications, widely scattered men become a mutually stimulating and significant group.

Such men often tend to maintain their individuality of interest in one field but to surrender to the group mind in all else. A versatile education, supplementing specialization, will provide sensitivity for many kinds of excellence. We do not want men enormously developed in their special fields, and primitive children in other respects. Education now tends too much in that direction.

TEMPORAL PROVINCIALISM

There is provincialism of time as well as place. The group mind inclines to be exclusively interested in concerns of the moment and to enforce interests so commonplace as to be comprehensible to all. The larger the group, the lower must be the plane of interest to reach everyone. Visiting a metropolis, one finds each group or class everywhere discussing its current interests.

To live in a very small section of time is as provincial as to live in a restricted locality. He who lives with the

minds of the ages, though in a village, may be more cosmopolitan than he who converses in a metropolis about the morning news, the latest professional paper, or the last visitor from abroad. Dominant and original men very often are largely immune to the pressure of the group mind and, by following their own unconventional interests, create and fulfill their own purposes. Dominant institutions may do the same. Quietness and freedom from distraction and pressure may help to that end.

STEADYING THE TIME-SPIRIT

It is fortunate that human generations overlap, so that violent surges of the group mind are somewhat neutralized by the older generation, which carries continuity of temper and outlook past the first to the second generation. Present exceptional fluctuations of temper are partly due to the reduction of family life and to the decrease of contact between old and young.

With institutions as with individuals, it is well to have a smoothing out of the violent fluctuations of the time-spirit. Antioch would live with the ages and with all classes, and not only with academic life and in the spirit of today. In their cooperative work, Antioch students get the time-spirit of America, of industry, and of labor and management. Back at college they are concerned with current interests and professional fields, it is true, but also with the far-flung range of human culture. The quiet Antioch environment shelters from corroding distractions that consume margins of time and interest.

HOW MAY THE BALANCE OF EDUCATIONAL
OPPORTUNITY BE MAINTAINED BETWEEN
MEN AND WOMEN IN THE COEDUCA-
TIONAL COLLEGE OF LIBERAL ARTS
AND SCIENCES?

IRENE T. MEYERS

Dean, Occidental College

How may the balance of educational opportunity be maintained between men and women in the coeducational college of liberal arts and sciences? An obvious interpretation of this question concerns itself with the maintenance of a numerical balance between the sexes. If so interpreted, its practical consideration would be limited, would it not, to independent, privately endowed institutions? For we should unanimously agree that democratic justice must keep open to all properly qualified students, irrespective of sex, the upper as well as the lower reaches of our public, tax-supported system of education.

Democratic justice in education, it is true, did not recognize this until about the middle of the last century, and at that time the number of women to be reckoned with on the higher reaches was negligible, and the question of "balance" did not obtrude itself. But very different conditions must be met at present. There is a tendency for the students themselves to establish a real balance in numbers, and even in some places for the feminine to outweigh the masculine side of the scale. In consideration of this fact it is not surprising that sometimes the number of women to be admitted has been peremptorily fixed at what the administration may regard as the saturation point; or that sometimes there may be a juggling with sectional admissions, or even a gentle elasticity in entrance standards that may aid in preserving the supposedly ideal proportions for

educational purposes. Perhaps the tendency revealed by a survey of four flexibly-limited, small and independent, coeducational colleges in Southern California may be regarded as typical. In these, from the fall of 1922 to the fall of 1929, the number of men enrolled increased 1.25 per cent; of women the increase was 19.25 per cent.

Every now and then administrators seem to anticipate rather fearfully a "feminization" of such colleges as these. An uncertainty as to what may be meant by "feminization" renders comment venturesome, but one can at least unqualifiedly recognize the right of such institutions to determine their own policies according to their own best judgment—reserving at the same time one's right to disapprove of the judgment!

Moreover, even if by some occult process we might arrive at a universally satisfactory numerical solution of the "balance"—and in what other way could it be arrived at?—we should still have before us the really important question involved in the balancing of opportunities for men and women in coeducational colleges. I refer to matters of curriculum and method, and presume that it is in these that major interest lies.

The liberal arts curriculum, since the days of the Trivium and Quadrivium, has been transmitted by very conservative hands. It has grown, but through the birth-pangs and disciplines by which even a child becomes an integral part of the family and conforms to a family pattern.

When coeducation was adopted as a policy there was for a time no apparent change in the traditional features of the curriculum. Women proudly demonstrated their educatableness according to the approved pattern, and it was in all probability not much more of a misfit for them than it was for many of the men.

But life pressed in upon men. Their contacts widened. Their relationships extended. The demands upon them multiplied. The formally expanded Trivium and Quad-

riculum proved inadequate for their constantly growing needs. New subjects and new phases of old subjects began to appear in the curricula. New aims were set before men in their study. Sometimes their new experiences furnished the instructor with a starting point for his instruction. A new educational philosophy began to spread. The actual values of a curriculum began to be measured in terms of modern life.

In somewhat belated fashion women began to question the values of curricula in terms of a woman's life. They as well as men found themselves in a new world. I am not sure that they had had very much to do with the making of it. Wherever the responsibility for that may rest, social and economic forces had swept them out of their homes, and new ones could not again be builded upon the old foundations. In rapidly increasing numbers, they found themselves on the broad stream of life, not as women, but as individuals seeking a foothold.

Unquestionably there was no intention on the part of the coeducational colleges to ignore the interests of their women students. It was simply a failure to recognize a difference in the status of the sexes, and a difference in the applications which they might make of their study.

For instance, in the relatively new assemblage known as the social sciences, women most frequently lack even yet the preliminary experience necessary to the understanding of the subject as the instructor presents it. They also lack knowledge of the human activities with which the subject relates itself. The instructor has in mind the past experiences and the future activities of men, and so develops his course. Women's experience has been more narrowly concentrated. Their preceding generations have dealt with families and homes and with what concerns the individual members thereof. They see law, not as an abstract principle, but as it applies to individuals, government as it protects and punishes individuals, economics as it relates itself to individuals. In such matters they think indepen-

dently, but back of the practical application, back to the abstract reaches of thought, life has not as yet in any large measure led them. For the development of the law, for the evolution of the government, for the ramifications of economics, they will in the future have a direct and increasing responsibility. Their independent thinking about these must be developed, but it must start from those points upon which for centuries their interest has been concentrated.

The natural sciences offer further illustration of a maladjustment of instruction to students. Both the inexperience of the student and the aim of the instructor frequently render a course as given inapplicable to both sexes. And if the course has been planned primarily for the students, and not as a revelation of the learning and interests of the instructor, it is usually for the men students.

It is quite natural that this should be the case. These courses in the coeducational colleges are generally offered only by men, who were themselves taught by men, and who look out into an active world of men, unconscious sometimes that women must enter it; exasperatingly unconscious that paths converge upon it from points of feminine as well as of masculine interest and experience.

Far be it from me to suggest that all women should be shepherded upon one straight and narrow way and all men upon another. I am speaking in generalities, but believing that there is a certain cleavage in the interests of men and women that should be recognized when they together pursue a subject, and conscious also that their interests in it are likely to be complementary, and that the real teacher may blend them into a larger unity.

After all, do we not agree that the presentation and development of a subject should be adjusted in so far as possible to the experience and needs of the students? And the students are men and women. Is it not simply an application of that principle to which we all, at least in

theory, subscribe that the aim and object of education is the student himself?

When women as women grew restless under the misfit of the curriculum, the administrations in some liberal arts colleges constructed for them a department of home economics. These departments were a sort of guest house, which women could occupy or not as they chose. Home economics was a new subject that seemed to be related to women's traditional and approved activities, and they were invited to continue them under the fatherly care of the college. The most restless of the women went into the partially furnished guest house, and having established themselves, began to inspect their surroundings in rather unhampered fashion. They modified the furnishings and added to them, began to tear down the partitions, to build porches and additional rooms, to extend the lawns, to rename the structure, and possibly soon to demolish it and to ask that provision be made for the work carried on in it in the new building plans for the main house.

I turn to this development of home economics in the coeducational college, because the home economist has probably done more thinking about the education of women than anyone else, and because, in order to maintain proportionate educational opportunities for men and women in these colleges, I believe that the interests of women must receive more consideration both in curriculum and in method of teaching.

By this I am not advocating that greater consideration should be given to them than to men—but equal. And frankly, this would seem to me simply a forward step towards that greater individualization of student programs that is implicit in the idea of honors work, and other plans for independent study under adequate supervision. But I do not myself think of independent study as eliminating the class discussions or the informal synthesizing and illuminating of materials that is done by the teacher. It would seem to me that a coeducational college should

use advantageously in its class discussions contributions that come in from the different standpoints of man and of woman.

In a more specialized fashion this is the ideal advocated by some of the clear-thinking home economists, who do not see a solution of women's equal-opportunity problem in the coeducational liberal arts college through the establishing of a home-economics program as a woman's curriculum. They do see the desirability of placing among the offerings of the college of liberal arts certain phases of instruction which are now included only in home economics curricula. (Clara M. Brown, in *Journal of the American Association of University Women*, January, 1930.

There are indications of genuine masculine interest in some of these feminine offerings. For example, in the fourth summer session of Vassar's "Institute of Euthenics," we are told that the interest of the fathers of the fifty families in attendance was marked, and lectures and discussions were at their request arranged for them on Saturdays and Sundays. After all, why should not courses in "The Family," the biologic and economic factors involved, the reasons for its disintegration and the efforts to rehabilitate it, interest men as well as women? And would not both profit by discussing it together?

Why should not a study of home finance be made equally as valuable in a department of economics as a study of money and banking? The proportion of the family income that is spent by women is incredibly large, and the administration of this income is cited as, next to sex incompatibility, the chief cause of family friction and ultimate disruption. It should be an equally valuable course for men and for women.

Further, why should the arts that transform ugliness into beauty in the home, that develop standards of taste in the ordinary things of life, not be important both for men and for women? In other words and in brief, why should these courses, and others, for the most part be seg-

regated in a department of home economics instead of being incorporated in the extended fields which men and women academically enter together, where all the prestige of the old would accrue also to the new and where, I believe, the new would be found doing a good deal to revitalize education for both men and women?

It is of course difficult for the rigidly academic mind to relinquish an old suspicion that by adapting courses to women, or by adding courses that have been regarded as exclusively for women, is to lower the plane of the liberal arts curriculum. But by what standard are we to judge a plane to be higher or lower? Shall we not measure its height, for the undergraduate, by the stimulation he receives from the subjects there placed—stimulation to thought, to imagination, to accurate analysis, to creative effort?

And must we not evaluate the old as well as the new by the degree to which they open doorways for the student upon the life of his time? And there really is not, I think, any ineffaceable halo surrounding any subject that is taught, or any one specific approach to it. We are great debtors to the Athenians, but a large portion of their educational effort was apparently devoted to physical training, dramatic production, and unstandardized conversations between pupils and great unhurried masters. And we—some of us—are disposed to say lo! in this subject supremely is Imagination to be found, and in this is the habitation of Reason, and in this is the retreat of Mental Discipline.

There is of course nothing radically new in what I am saying. I am simply trying to apply some of our present-day educational ideals to the "balancing" problem in co-educational institutions. In recognizing the difference in the experience of men and women the instructor will inevitably be pushed towards more attention to the individual. In recognizing the complementary character of those experiences he will as inevitably develop a breadth of view advantageous to both.

And this brings us to another educational ideal, towards which we strive by various ways. I refer to the simplification of our increasingly complex curricula by selecting and organizing subjects into courses of study with definite and significant objective and aim. We all do it more or less in a more or less mechanical fashion when we cross-section departments for our pre-professional courses. We have all encountered also departmental difficulties by so doing, but we persist in an effort to bring order for the student into the chaos of our curricular creation.

An illustration of progress towards this ideal, which has not had the urge of a future profession back of it, is furnished by Vassar's grouping under Euthenics of correlated courses from many departments in order to apply them "to the betterment of living."

Again, it is evident at Yale in the Institute of Human Relations, where a cross-sectioning of graduate and professional work is projecting a vision of far wider unity in human endeavor.

It is significant that a man who envisioned this unity at Yale, who is now President of the University of Chicago, should have said, as he is reported to have done when acquainting himself with the home economics ideals for that institution, that its objectives were evidently very similar to those of the Institute of Human Relations.

I take these illustrations, and others that might be given, as meaning that men and women alike, undergraduate, graduate and professional, are finding in people, and in the application they can make of their subjects to people, the link that makes for the unity and simplicity we crave.

We crave also, as a starting point for instruction, that recognition of the individual's experience of which I have spoken. Inexpert hands may make one demand neutralize the other. Not simply the coeducational college of liberal arts and sciences, but all institutions might chant with fervor a new litany for deliverance from inexpert hands. Given a body of reasonably efficient and sympathetic and

forward looking instructors to further the educational ideals, against the background of which it has seemed to me desirable to place this question of balanced educational opportunities for men and women, would there be any such question to consider?

A COMMUNICATION OF IMPORTANCE

SOCIAL SCIENCE RESEARCH COUNCIL*

EDWIN B. WILSON, *President*

230 Park Avenue
New York City

SEPTEMBER 29, 1930

DR. ROBERT L. KELLY, *Permanent Secretary*,
Association of American Colleges,
111 Fifth Avenue, New York, N. Y.

Dear Dr. Kelly:

The Social Science Research Council at its recent Hanover Conference voted to accept honorary membership in the Association of American Colleges which was graciously tendered us.

In this connection, I think I would do well to refer to you as a matter of record, with a request that you present it to your Association, the following declaration adopted by the Council, stating its opinion as to the place of research in colleges. You may have some committee to which you would wish to refer this statement.

The Social Science Research Council is thoroughly in accord with the view that the primary functions of the American college relate to teaching rather than to research, but the Council is deeply concerned none the less with the policies under which American collegiate education is being conducted.

* *Members:* American Economic Association, American Political Science Association, American Statistical Association, American Psychological Association, American Anthropological Association, American Historical Association, Members-at-Large.

Improvement of college teaching in the social sciences bears directly upon the Council's interests on at least two points. In the first place, more general understanding among college graduates of the complexities of social life will promote the development of the sympathetic and enlightened public opinion which constitutes an important conditioning factor in many lines of social research. In the second place, better undergraduate instruction in the social sciences will contribute in important ways to the development of the larger body of competent research personnel upon which effective future prosecution of social inquiry so largely depends.

It is because the Council is so vitally interested in the quality of undergraduate instruction in the social sciences that it cannot be indifferent to the wise and deliberate cultivation of research activities among the members of the collegiate teaching faculties. From some points of view teaching and research are conflicting objectives; certainly either may become so engrossing an interest as to result in the manifest neglect of the other. But from a different point of view teaching and research are inseparably joined. Teaching is unlikely to remain vital and sound over the years unless the teacher not only keeps abreast of his subject but maintains a modest program of research or creative work. Such a program need not issue in imposing monographs nor in works of outstanding authority, but tangible evidence of intellectual growth is indispensable. Research opportunities exist close at hand in every community. Encouragement of research within appropriate limits is an essential condition for the maintenance of collegiate teaching efficiency.

Yours very truly,
(Signed) E. B. WILSON, *President*

THE COLLEGE LIBRARY IN AID OF COLLEGE LIBRARIES

The Carnegie Corporation of New York announced in June, through President Frederick P. Keppel, that \$425,000 has been voted during the present year to enable certain widely distributed liberal arts colleges in the United States to improve the effectiveness of their libraries in undergraduate teaching.

The Corporation is thus carrying on what has become almost a tradition in American life. Andrew Carnegie personally, and later through the Corporation which he set up in 1911, distributed some \$50,000,000 in erecting free public library buildings in the United States. In addition, \$4,000,000 was spent in erecting college library buildings. In recent years the Corporation has devoted large sums to improvement of professional training for librarianship and to the extension and improvement of library service throughout the country, aiming largely to raise standards of library work and professional morale rather than to bestow grants on individual libraries either for building or books. Two years ago the Trustees of the Corporation, in a review of their activities, decided that aid should be offered to a selected number of colleges, where, under modern methods of instruction, which seek to acquaint the student with books rather than with a text-book, the libraries were being subjected to demands from students and professors, beyond the limits of the annual college budget.

To determine library needs and opportunities the Corporation called upon certain persons interested in college library problems and asked them to make a survey of the college library situation. This group is composed of Chairman W. W. Bishop, University of Michigan; President Frank Aydelotte, Swarthmore College; Dean Virginia C. Gildersleeve, Barnard College; President Meta Glass, Sweet Briar College; Dr. Robert L. Kelly, Permanent Secretary,

Association of American Colleges; Professor Andrew Keogh, Librarian, Yale University; President William Mather Lewis, Lafayette College; Mr. Carl H. Milam, American Library Association; Professor Douglas Waples, University of Chicago; President Ernest H. Wilkins, Oberlin College, and Professor Louis R. Wilson, University of North Carolina, with Professor William M. Randall of the Graduate Library School of the University of Chicago as field representative, and Mr. Charles B. Shaw, of Swarthmore, as compiler of information as to book lists. Its activities have resulted in a careful study of the problems of college libraries as distinguished from those of professional and technical schools, and upon this investigation the Corporation has based its grants.

Previous grants in the same field have been made by the Corporation during the past five years. The program as a whole, it is believed, will enable colleges more adequately to meet the great demands for books for general undergraduate reading purposes.

The list of colleges to which library aid in the form of annual grants over a period of two to five years has been extended is as follows:

Agnes Scott College, Decatur, Georgia
Allegheny College, Meadville, Pennsylvania
Antioch College, Yellow Springs, Ohio
Birmingham-Southern College, Birmingham, Alabama
Beloit College, Beloit, Wisconsin
Bennington College, Old Bennington, Vermont
Brown University, Providence, Rhode Island
Coe College, Cedar Rapids, Iowa
Davidson College, Davidson, North Carolina
Drury College, Springfield, Missouri
Elon College, Elon College, North Carolina
Hamline University, St. Paul, Minnesota
Hawaii, University of, Honolulu, Hawaii
Hobart College, Geneva, New York
Hollins College, Hollins, Virginia
Illinois College, Jacksonville, Illinois
Lake Forest College, Lake Forest, Illinois
Lawrence College, Appleton, Wisconsin
Mount Holyoke College, South Hadley, Massachusetts

Mount Union College, Alliance, Ohio
 Penn College, Oskaloosa, Iowa
 Rosary College, River Forest, Illinois
 St. Catherine, College of, St. Paul, Minnesota
 St. Lawrence University, Canton, New York
 St. Stephen's College, Annandale, New York
 Southwestern University, Memphis, Tennessee
 Sweet Briar College, Sweet Briar, Virginia
 Wagner Memorial Lutheran College, Staten Island, N. Y.
 Western College for Women, Oxford, Ohio
 Wheaton College, Norton, Massachusetts

THE CARNEGIE CORPORATION LIST OF BOOKS FOR COLLEGE LIBRARIES

W. W. BISHOP

Chairman of the Advisory Group on
 College Libraries

The List of Books for College Libraries has been prepared for the Advisory Group on College Libraries by Mr. Charles B. Shaw of Swarthmore College. The preliminary edition came off the press early in the fall.

The preliminary edition is quite limited in number. Enough copies have been printed to supply those colleges which have applied to the Carnegie Corporation for aid in the purchase of books for their libraries. There are not copies enough for free distribution on any large scale. It is possible that the Carnegie Corporation could supply an occasional demand.

It is proposed to publish, through the American Library Association, 520 North Michigan Avenue, Chicago, the final edition of the List. This should be ready about the first of February, perhaps earlier. The price has not yet been set, but it will be made as small as possible.

The List of Books for College Libraries is issued in twenty-four chapters covering the ordinary departments of instruction in colleges, with a general list of some length. It has been prepared by over 175 experts with the assistance of some twenty-five or thirty librarians. It will probably be found very useful as a means of checking the holdings of a college library and as a basis for ordering books.

THE PROBLEMS OF FINANCE

THE APPROACH TO MEN OF WEALTH

ALFRED W. ANTHONY

Chairman of the Commission on Permanent
and Trust Funds

Large resources in this country are concentrated in the hands of relatively few men. Seventeen thousand five hundred and fifty-one persons have been listed who possess a property of more than one million dollars. Out of this number about four hundred receive an annual income of more than one million dollars, and two thousand three hundred are worth so far above the one million mark as to be called properly multimillionaires.

Gifts made by these rich people are truly astounding in the aggregate and yet relatively few of this large number have as yet learned how to distribute wealth. In the accumulation of wealth they are almost submerged with care, responsibility, perplexity and attention to multitudinous details connected with administration and reinvestment.

If a college president finds the way by which he may "tap" a new source of giving he renders a service not only to the cause which receives the gift but also to the giver, for in the process of giving the soul culture of the giver himself may be commenced, or, if already started, may be developed. Many rich people show indications of actually craving a new outlet for the diversion of energy and new methods for the attainment of pleasure.

The approach to a man of wealth cannot be arbitrarily marked out and followed. It must be in accordance with the individual's type of mind and idiosyncrasies of wish and action. Nevertheless certain considerations may be noted as applicable to most, if not all, persons of wealth.

Certain cautions, negative in character, should be heeded. No one enjoys the feeling of being "manipulated" or of

having "something put over" on him. Nearly all possessors of wealth are shy of an approach which is not so open and above board, so frank and consistent in all its details and bearings, as to commend itself because of its sincerity, its good sense and its value. No sleight of hand, "smart Aleck" attitude will find place in the accessible avenues to a business man's mind.

Usually a wealthy person has considerable pride in his own judgment. There are ample reasons for such a pride. If the man be what is termed "self-made," he has accumulated his wealth, obviously to himself and to others, by his own foresight, wisdom and indefatigable energy. Experience justifies confidence in the processes of his mind and ordinarily, though he may from time to time ask for other men's opinions, he seldom is willing to substitute another's judgment for his own. Consequently he wishes to know every detail of a proposition and has little patience with things which are trifling, unimportant and not germane to the main subject.

In those cases where men have inherited property, instead of accumulating it themselves, they also have usually developed a large measure of confidence in self, for they usually recognize, and others should, that the ability to retain property, investing and reinvesting, avoiding pitfalls and "sharks," is as great, if continued through any considerable length of time, as to have accumulated the property in the first instance.

Probably three main questions usually arise in a rich man's mind more than do any others. The first is this: What is the *output* of your enterprise? If this question be addressed to a college president, it becomes incumbent upon the president to tell in concrete terms about his graduates. He must be concrete, he must be comprehensive, he must set forth merit in terms of character, ability and achievement. He must make it plain that his institution is promoting that kind of life and service in which the business man believes.

The second subject ordinarily in the wealthy man's mind, relates to economy and the elimination of waste. He seldom has patience with obvious defects in location, in specialization, as shown by side issues, vagaries, eccentricities or stupidities. He is interested to know that the material property is well cared for; that the finances are thriftily handled, including good bookkeeping and sound investments. He is concerned about insurance, repairs, upkeep, endowments and reserves. He estimates the economic value of the president and the financial ability of the board of trustees and the general drift and trend of the institution from the business point of view.

A third consideration, usually in the mind of the possessor of wealth, relates to administrative efficiency. At this point his thought may be centered largely upon organization, division of responsibility and supervision, including the president, his committees in the board of trustees and his committees on the campus. But still further, he is thinking of the faculty members, whether they are genuine teachers or not, inspiring to their students; whether they are given to lecturing or not, and are making names for themselves in the community or in the world of letters; whether they are progressive or not, open-minded, scientific, in friendly attitude toward new knowledge and real searchers after and exponents of truth as it is revealed from time to time and should be welcomed and housed in an educational institution. He is very apt to think of efficient administration in the terms of personalities. Usually out of his own business experience he finds that a real efficient administrator is worth almost any cost. He is concerned to know whether such persons are engaged in the enterprise, and whether also the enterprise is in any measure producing that kind of talent.

These three subjects of interest most likely to be in a rich man's mind, might be called "production, plant, process." He is accustomed to such designations and to analyzing these three qualities of an industry. He is more

or less inclined to look upon the educational institution as he would upon an industrial plant—to analyze it and estimate it in terms familiarly employed in the industries which he may control or in which he has invested. The rare man in the rare instance may say to the president of a college "I give you a half million dollars which you may expend as you see fit." If such a sentiment is expressed, whether the sum be one thousand dollars or one million dollars, it is because the testing of that institution, applied vigorously from the president downward, has resulted in giving the rich man full confidence in the institution. More usually he will say, "I will give you a stadium, or a gymnasium, or an athletic field, or a science building, or I will endow this course of lectures or this chair of instruction." All his life long he has been in the habit of thinking in concrete terms, and in his giving he usually prefers to give with distinct specifications, because probably he has learned to trust only his own judgment and wishes to apply that judgment only so far as he can see in his imagination a specific, concrete benefit.

Usually a man of wealth wishes to share in big things—not necessarily because they are big, but he usually deals in large ventures, he understands and appreciates vision and enjoys the thrill of bringing large undertakings to pass. A small institution has a good prospect with him if it promises to fill its place by reasonable growth.

COLLEGE DEVELOPMENT PROGRAMS

ROBERT L. KELLY

Sixty-three definite development programs have been submitted by members of the Association for publication in the BULLETIN. A list of the colleges reporting will be found on page 418. Twenty-six states are represented. Among those colleges unprepared to make public announcement at this time, a considerable number expressed cordial interest in the plan of publicity and regret that they could not participate in it. Some correspondents reported themselves as in process of formulating development programs and just now engaged in threshing the matter out in private counsels. One president, who has recently come to his present office, wrote:

"I regard such a program as indispensable to any healthy growth, and I feel that _____ in particular needs to formulate its own objectives and purposes but I cannot now be definite enough for your bulletin."

On the other hand, there are a few, and among them some of the wisest and most successful administrative officers, who apparently feel that a fixed development program, with a definite goal, cramps them. A representative of this group says:

"B_____ has no definite financial program which we care to publish. Of course, we need money for many things and are trying to get it, but not according to a fixed development program such as you describe."

And another:

"I will say that C_____ College is endeavoring to progress step by step and has not thought it wise to publish an elaborate program involving a considerable number of years and a very large sum of money."

And still another:

"Our development program has been the subject of a good deal of thought and discussion. I do not feel that we want to be included in this, inasmuch as our program is now about four or five years old, and, like any good program, is being modified pretty rapidly. It is just now somewhere between wind and weather, and, therefore, not capable of being reduced to tabular statements which would be suggestive."

One president takes direct issue with the program makers. He says:

"We have a number of building projects on hand but the exact amount to be spent on them cannot be determined beforehand. We should be perfectly willing to adopt the plan as outlined in your letter as ours, but would frankly state that it seems to us rather hard to settle in advance the amount of money to be given by one's friends."

The absence of an announced program need not imply that the college authorities themselves are without one. It must always be remembered that there are times when a "still hunt" is the highest strategy.

The future, however, faces a college as inevitably as it faces a human being, and propounds searching questions. Some of these have been phrased thus by a thoughtful president:

"Are we to stop and rest contentedly upon what has been achieved, or are we compelled by the inescapable logic underlying every growing thing to assume that growth is necessary to life, that to stand still means retrogression, that there is only one way to keep from falling behind and that is to go ahead? There is but one answer to this question. Growth is a biological necessity. If we are faithful in our responsibilities as trustees of this college, we shall leave no stone unturned in our planning for a larger and more useful future for this institution."

The programs submitted range in length of time through definite periods of from one to twenty years, while many without time limit are reported; they range in amount

sought from \$52,000 for immediate needs in 1930-31 to \$73,000,000 for broadly conceived purposes to be realized over many years.

The programs are presented for the most part in the form in which they were submitted, with occasional condensation as the limits of the article required. The office has supplied information relative to the type of college (whether for men, women or coeducational), the date of founding, and the number of full time students enrolled in 1929-30.* The colleges are listed in alphabetical order in groups according to the period of years fixed by each institution concerned for the achievement of its goal, those without definite limitation in time being placed last. A brief recapitulation of the symposium completes the picture.**

TWENTY YEAR PROGRAM

ILLINOIS WOMAN'S COLLEGE,† JACKSONVILLE, ILLINOIS

CLARENCE P. MCCLELLAND, President

1926-1946

A college for women; incorporated as Illinois Conference Female Academy, 1847. First college degrees granted in 1909; 302 students.

The total unencumbered productive endowment of Illinois Woman's College is \$655,000; the college also holds \$104,773 in annuities, and \$68,719 in pledges. The total indebtedness May 30, 1930, was \$38,100 (current deficit

* The date of founding was taken from D. A. Robertson's *American Universities and Colleges*, unless otherwise noted. The enrolment figures, with a few exceptions indicated, are those for full time students reported to Dean Walters of Swarthmore College in the winter 1929-30, the figures for 1930-31 not being available at time of going to press.

** Most of the editing of these data and the preparation of the manuscript for the press has been done by Martha T. Boardman, editorial assistant. R. L. K.

† Name changed to MacMurray College, fall, 1930.

\$30,000; debt on new science and recitation hall \$8,100).

It is expected most of this will be liquidated this year.

A twenty year development program was launched in September, 1926, to provide land and buildings to cost \$1,500,000. The details of this program and the achievements to date are set forth in the accompanying table:

<i>Twenty Year Development Program Made in September, 1926</i>	<i>Steps Completed in Development Program to September, 1930</i>
Land and Building Needs	Science and Recitation
Science Hall \$200,000	Halls combined in
Recitation Hall 200,000	MacMurray Hall,
	dedicated in June,
	1928.
	Cost\$224,492.00
Library 125,000	
Dormitories for three	Jane Residence Hall
hundred additional	dedicated May 3,
students 300,000	1930 (100 stu-
	dents).
	Cost 207,437.79
Dining and Social	Dining Hall dedicated
Hall for six hun-	May 3, 1930.
dred students 175,000	Cost 126,433.82
Chapel 175,000	Centenary Church, im-
	mediately adjoining
	Campus, being used
	for Chapel.
Power and Heating	Rebuilt Heating and
Plant 100,000	Power Plant. Com-
	pleted 1929.
Land 200,000	Land purchased to
To free endowment	free endowment and
now invested in pro-	enlarge Campus.
ductive real estate	Cost 152,830.00
upon which the new	
buildings will be	
built.	
President's Home 25,000	President's Home
	completed Septem-
	ber, 1930.
	Cost 30,000.00

FIFTEEN YEAR PROGRAM

CAPITAL UNIVERSITY, COLUMBUS, OHIO

OTTO MEES, President
1925-1940

Coeducational; chartered, 1850; 507 students.

Capital University has a total productive endowment of \$570,000; for some time it has received an annual grant from its Church Board of Education (Lutheran) representing a capital investment of approximately \$1,000,000. For 1931 a grant of \$50,000 has been approved. The present indebtedness is \$70,000, but money is in hand to discharge it, and by December 31, 1930, the college will be entirely free from debt.

A financial program calling for \$1,500,000 and extending over fifteen years was approved by the trustees in 1925, to be carried out in three efforts, each for \$500,000. The first lap called for \$500,000 for endowment and buildings. Over \$800,000 was subscribed, of which almost \$700,000 has been paid in. The second stage of the program was to have been inaugurated this year but has been postponed because of present economic conditions, and a recent million dollar campaign for the church. After a year or two the college plans to present its cause again to its constituency. The *additional* sums sought for the college are as follows:

A. Endowment	\$ 500,000	
B. Buildings:		
Science Hall	\$200,000	
Recitation Hall	250,000	
Enlarging Library	75,000	
Converting Old Science Hall into an Administration Building.....	75,000	600,000
		<hr/>
C. Scholarships	50,000	
D. Student Loan Fund	5,000	
		<hr/>
Grand Total	\$1,155,000	

TEN YEAR PROGRAM

AGNES SCOTT COLLEGE, DECATUR, GEORGIA

J. R. MCCAIN, President

1925-1935

College for women; chartered as Decatur Female Seminary, 1889; first degrees conferred, 1906; 450 students.

The total productive endowment of Agnes Scott, 1930 (including cash on development actually applied to date, but omitting pledges and annuities), is \$1,139,301.* The college has no indebtedness.

In 1925 the trustees adopted a well considered development program calling for \$2,924,000 by 1935. Since that time \$1,300,000 has been subscribed and something over \$800,000 collected. The items in the program are arranged in two groups, as nearly as possible in the order of urgency. The first six items of the building program would have precedence over any of the details of Group II, but otherwise the two groups would be on a parity. Endowment for upkeep is included as part of the expense involved in erection of buildings. Additional annual expenditure for instruction is estimated at a minimum of \$32,000.

I. EQUIPMENT NEEDS

1. Combination steam, power, and laundry plant	\$125,000
Endowment for upkeep of this unit.....	15,000
2. Administration and recitation building.....	300,000
Endowment for upkeep	50,000
3. Memorial chapel for Dr. Gaines	125,000
Endowment for upkeep	10,000
4. Additional land and improvements	75,000
5. Day student quarters	25,000
6. Campus improvements—walks, drives, etc.	15,000
7. Library enlargement—fireproof stacks, reading rooms	50,000
Endowment for upkeep	7,500

* Cash on hand applicable to endowment but not so designated, \$228,231.

8. Dormitory and dining room—replacing	
White House	100,000
Endowment for upkeep	12,500
9. Apartment house and dining room for teachers	50,000
Endowment for upkeep	5,000
10. Out-door theatre and May Day grounds	25,000
11. New Infirmary	50,000
Endowment for upkeep	7,500
12. Fine Arts building, or dormitory to release "Main"	75,000
Endowment for upkeep	10,000
13. Additional Science building	100,000
Endowment for upkeep	15,000
14. President's home and guest quarters	25,000
15. Faculty homes	75,000
16. Additional dormitory and dining room	100,000
Endowment for upkeep	12,500
17. Home department building and equipment.....	35,000
Endowment for upkeep	4,000
18. Building for student activities and auditorium	100,000
Endowment for upkeep	10,000
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Total Equipment Needs	\$1,609,000

II. SPECIAL ENDOWMENT NEEDS

1. Bible Chair Foundation	\$ 75,000
2. Seventy-five scholarships (\$4,000)	300,000
3. Fifty ministerial discount foundations (\$2,000)	100,000
4. Religious service foundation—annual speaker	15,000
5. General lecture endowment—series of speakers	25,000
6. Endowment for salary increase for teachers..	250,000
7. Special library fund (Research acquisitions)	50,000
8. Education Chair Foundation	75,000
9. Endowment for Department of the Home	75,000
10. General maintenance Endowment	350,000
<hr/>	

Most urgent endowment

\$1,315,000

Grand Total

\$2,924,000

BATES COLLEGE, LEWISTON, MAINE

CLIFTON D. GRAY, President

1930-1940

Coeducational; chartered, 1864; 622 students.

The total productive endowment of Bates College is a little over \$1,800,000, exclusive of pledges and annuities. Obligations amounting to less than \$100,000 are more than covered by outstanding pledges.

At their mid-winter meeting, 1930, the trustees approved a ten-year program calling for an additional annual expenditure of \$34,000 for instruction* and additional capital funds aggregating \$3,747,530, distributed as follows:

A. EDUCATIONAL EQUIPMENT

Additional Equipment in Department of Biology	\$ 8,030	
Additional Equipment in Department of Chemistry	15,750	
Additional Equipment in Department of Physics	9,250	
Additional Equipment in Department of Geology	3,250	
Establishment of a Psychological Laboratory.....	2,000	
Equipment in new Department of Fine Arts.....	5,000	\$ 43,280

B. PLANT

I. *Buildings*

A new dormitory for women, replacing four of the present wooden residences.....	\$250,000
A new dormitory for men.....	200,000
Completion of present physical education plant: Gymnasium for women	125,000

* For four additional professorships in economics, psychology, education, fine arts, maximum salary, each \$4,000

	\$16,000
Additional instructor in Romance languages.....	3,000
For four additional instructors in classics, history, biology and astronomy, maximum salary, \$2,800.....	11,200
Full-time assistant in library.....	1,800
Annual increase in departmental expense, including student assistants, materials, expenses to annual meetings of national societies.....	2,000

Swimming pool	100,000
College Auditorium	125,000
New Dining Room for men	150,000
Administration and Recitation Building	150,000
Covered Hockey Rink	30,000
An Astronomical Observatory and Telescope	9,750
Completion of Hedge Laboratory and Equipment	32,500
Fire-proofing stack of Library	10,000
Renovation of East Parker Hall	15,000
Renovation of West Parker Hall	15,000
Renovation of Roger Williams Hall	20,000
Establishment of Psychological Laboratory in basement of Libbey Forum	2,500
Completion of Men's Gymnasium	10,000
Carnegie Science: Roof Repair and New Fourth Floor	5,000
New Infirmary	60,000
Renovation of Hathorn Hall	15,000

II. Grounds

Gateway on Campus Avenue facing Hathorn Hall	2,500	
Gateway corner of Campus Avenue and College Street	5,000	
Enlargement of "Lake Andrews." Landscap- ing, walks, etc.	25,000	
Garden and development of Mount David back of President's House	7,500	
Fountain in Old Quadrangle	3,000	
Combination wall-fence enclosing the College Street and Campus Avenue sides of the Old Quadrangle	20,000	
Completion of Athletic Field and new Fence	15,000	
New Tennis Courts back of Parker Hall	6,500	1,409,250

C. ENDOWMENT

Additional Scholarships	\$200,000
Fund for New Salaries for Instruction:	
a. Endowment of Professorships in Economics, Psychology, Education, Fine Arts and for new salaries for instruction	680,000
For Twenty-five Per Cent Increases in Present Scale of Faculty Salaries	600,000
Fund for Supplementing Retiring Allowances	100,000
Fund for Library Development	200,000

Lecture Fund	10,000	
Campus Maintenance Fund	250,000	
Building Maintenance Fund	250,000	
Fund for Prize Essays in:		
a. Philosophy. b. Government. c. History.		
d. International Relations. e. Religious Education		
Five prizes of \$50 each	5,000	2,295,000
Grand Total		\$3,747,530

CENTRAL COLLEGE, PELLA, IOWA

JOHN WESSELINK, President
1930-1940

Coeducational; founded in 1853; first college degrees given 1861; 178 students.*

Central College has total productive endowment of about \$200,000; and \$23,000 invested in unproductive farm lands. There is no indebtedness.

In March, 1930, the trustees approved a ten year program, calling for an expenditure of \$495,000, in addition to the annual maintenance budget. The following items are included:

A. Endowment			
General	\$300,000		
Library	10,000		
Circulating Loan Funds			
Student	\$15,000		
Faculty	5,000	20,000	\$330,000
B. Buildings and Equipment			
Completion Chemical Laboratory	\$10,000		
Construction second section administration			
building	60,000		
Men's Dormitory	90,000		
Additional laboratory apparatus	5,000	165,000	
Grand Total			\$495,000

* Data furnished by the college.

FURMAN UNIVERSITY, GREENVILLE, S. C.

W. J. MCGLOTHLIN, President

1930-1940

Coeducational; founded as academy at Edgefield, S. C., 1825; chartered as university, 1851; 479 students.

Furman University has \$681,469 productive endowment. The college receives 5 per cent of the income of the Duke Endowment—\$71,104, last year. The present indebtedness is \$104,056.

The trustees have approved a program calling for \$1,000,000, allocated as follows:

A. General Endowment	\$ 500,000
B. Endowment for Law School	250,000
C. Addition to plant† and equipment	250,000
Grand Total	<u>\$1,000,000</u>

HANOVER COLLEGE, HANOVER, IND.

ALBERT G. PARKER, JR., President

1930-1940

Coeducational; began as academy, 1827; chartered as college, 1833; 252 students.

Hanover College has productive funds amounting to \$741,000. It has no indebtedness not cared for in the current budget.

The following development program designed to cover minimum necessary items to care for a maximum student enrolment of 500, and calling for a total of \$1,693,000, has been approved "for the next five to ten years."

A. Endowments

General educational endowment.....	\$700,000	
Department of Bible and religious educa-		
tion	150,000	
Service Scholarships	100,000	
Scholarships for Ministers' children	50,000	
Rotary Loan Fund	20,000	<u>\$1,020,000</u>

† Includes a chapel building.

B. New Buildings

Chapel and equipment	\$100,000	
Men's Dormitory (first unit or units).....	80,000	
Women's Dormitory, with dining room.....	70,000	
Administration Building	20,000	
Men's Gymnasium or Field House	100,000	
Recreation Building	30,000	400,000

C. Remodeling and Enlarging, Etc.

Library	\$ 10,000	
Classic Hall	30,000	
President's House	10,000	
Purchase Women's Dormitory	23,000	
Remaking Campus Roads, etc.	20,000	
New Buildings and classroom equipment	20,000	113,000

Total necessary items		\$1,533,000
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The following items are listed as very desirable in addition to the necessary items:

Endowment for campus upkeep	\$ 50,000	
Ten faculty residences	60,000	
Emergency funds	50,000	160,000

Grand Total		\$1,693,000
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COLLEGE OF IDAHO, CALDWELL, IDA.

WILLIAM J. BOONE, President
1930-1940

Coeducational; opened as secondary school, 1891; college work introduced, 1906, and secondary discontinued, 1916; 540 students.

The College of Idaho has productive endowment to the amount of \$432,400 and funds subject to annuity amounting to \$26,200. The total indebtedness is \$12,000, borrowed June, 1930, in anticipation of income.

The college has a ten year development program which calls for \$418,000 for buildings and \$900,000 for endowment, details not given.

KNOX COLLEGE, GALESBURG, ILL.

ALBERT BRITT, President

1927-1937

Coeducational; chartered, 1837; 511 students.

The total endowment funds of Knox College on June 30, 1930, were \$1,818,275. There is \$40,000 indebtedness.

In 1927 the trustees decided to embark upon a ten year effort to be known as the Centenary Fund Campaign to add \$5,000,000 to the permanent assets of the college.

Approximately 65 per cent of the total is to provide larger salaries for teachers and for library development and general purposes; 25 per cent for additional buildings and grounds; 10 per cent for endowment of fellowships and scholarships.

Up to June 30, 1930, \$1,107,783 had been subscribed towards the \$5,000,000—\$850,000 from alumni and former students and \$260,000 from outside friends. The largest single gift of \$175,000 is for the Henry M. Seymour Library Building, already in use. Another is \$40,000 to establish the William L. Honnold Lectureship, making it possible to bring to Knox each year some person of distinction for six weeks or two months for lectures and conferences with students. Another gift of \$60,000 provides each year two fellowships of \$1,500 each for graduate study for Knox graduates.

LINCOLN UNIVERSITY, LINCOLN UNIVERSITY, PA.

WILLIAM HALLOCK JOHNSON, President

1930-1940

College for Negro men; organized, 1854; 354 students.

Lincoln University has a total endowment of \$1,046,329, and funds subject to annuity \$18,600. No indebtedness.

The development program of the college calls for additional expenditure of \$41,450 annually for instruction, and capital funds to the amount of \$2,165,000 distributed as follows:

A. Endowment, including capital to provide additional annual expenditure of \$41,500 for instruction	\$1,180,000
B. Plant—Buildings and Grounds	985,000
Grand Total	\$2,165,000

MEREDITH COLLEGE, RALEIGH, N. C.

CHARLES E. BREWER, President
1930-1940

College for women; opened 1899; 470 students.

Meredith College has \$479,301 productive endowment. The trustees have no debt. In 1925 the Baptist State Convention of North Carolina issued bonds for the building of a new plant for the institution. These amounts are paid out of receipts from the Baptist churches in North Carolina and the balance yet due approximates \$750,000. None of the principal or interest is payable out of the current funds of the college.

The college is seeking \$1,025,000 in capital funds, in addition to annual expenditure of \$30,000 for instruction above the present budget. The items are as follows:

A. Plant—Buildings and Grounds	\$ 500,000
B. Endowment	500,000
C. Educational Equipment	25,000
Grand Total	\$1,025,000

UNIVERSITY OF MISSOURI, COLUMBIA, MO.

F. M. TISDEL, Dean
1931-1941

Coeducational; opened, 1841; 3,710 students.

The state appropriations for expenses of the University, 1928-29, were \$2,900,000. An educational survey of the State of Missouri has been made recently and the Survey Committee has recommended to the Governor and the Legislature the following program of development for the next ten years.

Capital outlay including land, equipment, buildings, alterations and maintenance of plant, \$12,600,000; current expenses, \$4,035,500; total, \$16,635,500.

Official action on this program cannot be taken until the Legislature meets in January, 1931.

NORTHWESTERN UNIVERSITY, EVANSTON, ILL.

WALTER DILL SCOTT, President
1930-1940

Coeducational; founded, 1851; 5,804 students.

Northwestern University has productive endowment amounting to \$25,500,000; with \$1,100,000 in annuities; indebtedness \$4,800,000.

The university desires to extend its resources within the next decade by at least \$25,000,000. The needs are outlined as follows:

Buildings on Evanston campus	\$4,500,000
General University Endowment	5,000,000
School and building endowment	10,500,000
Scholarships and fellowships	1,000,000
Building and endowment of hospitals on McKinlock Campus	4,000,000
Total	<u>\$25,000,000</u>

OUR LADY OF THE LAKE COLLEGE, SAN ANTONIO, TEX.

H. A. CONSTANTINEAU, President
1930-1940

College for women; founded as a high school, 1895; approved by State Board of Education as senior college, 1919; 197 students.

Our Lady of the Lake College has only service endowment. There is no indebtedness.

At their spring meeting, 1930, the trustees approved a ten year program to meet the financial needs of the college and provide an adequate plant:

A. Endowment, to cover actual salaries at least. \$ 500,000

B. Buildings:

Science Building \$250,000

Gymnasium 50,000

Fine Arts Building	250,000	
Enlargement of Elementary Demonstration School	75,000	
Demonstration High School	200,000	
Dormitory	225,000	1,050,000
		<hr/>
Grand Total	\$1,550,000	

PARSONS COLLEGE, FAIRFIELD, IA.

CLARENCE W. GREENE, President
1929-1939

Coeducational; chartered, 1875; 280 students.*

Parsons College has productive endowment totalling \$649,990, and in addition \$150,984 subject to annuity. The total indebtedness is \$199,995.

The college plans to complete a half million dollar campaign already under way and has definitely fixed its goal for the early future as \$1,000,000 debt free productive endowment; it seeks \$400,000 for reserve fund and operating expenses; these and special askings total \$2,000,000. Capital funds are to be distributed as follows:

1. Additions to real and potential endowment.....	1,000,000
2. Payment of all indebtedness of college.....	200,000
**3. Additions to Capital Investment:	
Women's building	\$200,000
Administration building	100,000
Addition to library	25,000
Extension of central heating plant.....	5,000
Men's Gymnasium	60,000
Equipment	10,000
	<hr/>
	400,000

Total amount to be secured during the ten year period,
June 1929, to June, 1939 \$1,600,000
Already \$258,222 has been secured.

* Liberal arts enrolment (1929) reported by the college.

** NOTE: Construction of buildings other than Women's Building and Central Heating Plant should be preceded by a significant increase in endowment funds.

ROLLINS COLLEGE, WINTER PARK, FLA.

HAMILTON HOLT, President

1930-1940

Coeducational; founded, 1885; 310 students.*

The total productive endowment of Rollins College, exclusive of pledges and annuities, is \$1,291,065. Indebtedness \$161,641.

The college is now in a campaign to increase its endowment by \$1,500,000. In the course of five or ten years it is planned to raise funds for new buildings to cost approximately \$3,000,000.

TARKIO COLLEGE, TARKIO, MO.

ROBERT N. MONTGOMERY, President

1930-1940

Coeducational; chartered, 1885; 159 students.**

Tarkio College reports total productive endowment \$650,000; total indebtedness \$90,000.

The financial program for the next ten years contemplates the raising of \$100,000 for current expenses, and capital funds to the amount of \$1,800,000, distributed as follows:

A. Endowment	\$1,350,000
B. Buildings	450,000
Total	<hr/> \$1,800,000

TEXAS CHRISTIAN UNIVERSITY, FORT WORTH, TEX.

EDWARD M. WAITS, President

1930-1940

Coeducational; founded, 1873; 1,498 students.

Texas Christian University reports total productive endowment \$3,051,693. The total indebtedness is \$50,000.

* Liberal arts enrolment (1929) reported by the college.

** Liberal arts enrolment (1929). All data taken from college catalogue.

An immediate high-pressure campaign is not contemplated, but a goal to be attained by continuous effort over a ten year period has been set up, calling for \$2,000,000 as a minimum absolutely necessary to meet the situation. The items covered by the program are:

A. Buildings (and endowment for upkeep)		
Auditorium	\$300,000	
Endowment	150,000	
Girls' Dormitory	250,000	
Endowment	125,000	
Science Building	300,000	
Endowment	150,000	
Commons and Social Building	100,000	
Endowment	50,000	
Improvement Power House and Library	50,000	
Endowment	25,000	\$1,500,000
<hr/>		
B. Endowment for Brite College of the Bible.....	500,000	
<hr/>		
Grand Total		\$2,000,000

VASSAR COLLEGE, POUGHKEEPSIE, N. Y.

HENRY N. MACCRACKEN, President
1930-1940

College for women; opened, 1865; 1,158 students.

The total productive endowment of Vassar College is \$6,926,420. Included in this amount is \$817,617 specified for scholarships and \$145,371 for fellowships. It does not include \$357,093 subject to annuity.

A ten year financial development program has been approved by the trustees, calling for additional endowment and plant improvements aggregating \$3,500,000. Development will proceed along the following lines:

A. Endowment	
1. For instruction: to provide an annual income of \$50,000 for instruction, including the program of Euthenics and the Summer Institute	\$1,000,000

2. For scholarships: to provide an annual income of \$50,000 to replace moneys appropriated from undesignated general income for scholarships	1,000,000
	<hr/>
	\$2,000,000
B. Plant: Buildings and Grounds	1,500,000
	<hr/>
Grand Total	\$3,500,000

VIRGINIA POLYTECHNIC INSTITUTE, BLACKSBURG, VA.
(State Agricultural & Mechanical College)

JULIAN A. BURRUSS, President
1930-1940

Chiefly college for men but open to women; established, 1872; 1,495 students.

The total productive endowment of Virginia Polytechnic Institute is \$350,000; the total indebtedness \$30,000.

The financial program for the next ten years has been outlined as follows: Average additional annual increment of expenditure for instruction \$55,000; capital funds distributed thus:

A. *Endowment (in addition to state support)	\$ 500,000
B. Educational Equipment	551,050
C. Plant—Buildings and Grounds	3,828,950
	<hr/>
Total	\$4,880,000

WASHINGTON COLLEGE, CHESTERTOWN, MD.

PAUL E. TITSWORTH, President
1930-1940

Coeducational; chartered, 1782; 271 students.

Washington College has endowment to the amount of \$27,000, and receives an annual appropriation from the state of \$65,000. There is an indebtedness of \$60,000 in-

* This item may not be pressed because of more immediate needs, but it is very desirable.

curred in making additions to the girls' dormitory in 1929. It is expected that the Maryland Legislature of 1931 will wipe this out.

The college has envisioned its needs to the amount of \$2,500,000, to be secured within the next ten years. In addition, gifts to current income amounting to \$9,825 are sought. The details of the larger program are as follows:

GIFTS TO CAPITAL FOR

A. Buildings and Equipment

Pipe Organ	\$ 10,000
Athletic Field*	15,000
Washington College Union (Social Hall).....	50,000
Infirmary	50,000
Addition to Girls' Dormitory†	70,000
Gymnasium	75,000
Chapel	75,000
Library	75,000
Boys' Dormitory†	300,000
	<hr/> \$ 720,000

B. Endowment

Micou Memorial Library Fund	\$ 5,000
Collecting Eastern Shoreiana	5,000
Museum	20,000
College and Community Concert Founda- tion	40,000
College and Community Lecture Founda- tion	40,000
Care of Buildings	50,000
Beautifying and Caring for Grounds*	60,000
Personnel Office	60,000
Community Extension Library Service	60,000
Departments of	
Rural Social Economics,* (Chair of Country Life), Religious Education, Music,* Fine Arts, English, Chemistry, Other Departments (each) \$80,000.....	560,000
Student Loan Fund	80,000

* Items marked with an asterisk are of first importance.

† Achieved.

† This item of most importance.

Any gift may be made a memorial to the donor or to any person he may designate.

Laboratory Equipment	100,000
Securing and Caring for Library of 25,000	100,000
Health Service	100,000
Salaries and Pensions*	500,000
	<hr/> \$1,780,000
Grand Total	\$2,500,000

WESLEYAN COLLEGE, MACON, GA.

WILLIAM F. QUILLIAN, *President
1930-1940

College for women; chartered, 1836; 356 students.

Wesleyan College, Georgia, has productive endowment of \$650,000. The total indebtedness amounting to \$1,000,000 is covered by a bond issue to be retired within five years.

The college is expanding rapidly and has definite plans calling for a total additional annual expenditure of \$20,000 for instruction and the raising of \$3,000,000 capital funds during the next decade. The distribution of this sum indicates the urgent need of new buildings.

A. Educational Equipment	\$ 32,000
B. Plant—Buildings and Grounds	2,250,000
C. Endowment, including capital to provide the \$20,000 annual additional expense for instruc- tion	750,000
	<hr/>
Total	\$3,032,000

WESTERN MARYLAND COLLEGE, WESTMINSTER, MD.

ALBERT NORMAN WARD, President
1929-1939

Coeducational; chartered, 1868; 525 students.

Western Maryland College has \$872,670 unencumbered productive endowment. There is \$25,000 in scholarship funds. The present indebtedness is \$79,500, on the most recent building erected. Interest on this is paid by the State of Maryland.

* Resigned. Data furnished by Dr. Quillian, July, 1930.

In June, 1929, the trustees adopted a building and endowment program, totalling \$4,200,000. The following items are included in it:

A. Buildings and Equipment

Social-Religious Building	\$350,000
Library and Fine Arts Buildings, \$250,000 each	500,000
Three Dormitories \$150,000 each	450,000
Gymnasium and Women's Building \$150,000 each	300,000
Home Economics	75,000
Infirmary	60,000
Power plant, including underground tunnels	100,000
Reconditioning old buildings	75,000
Campus—driveways, walks, shrubbery	90,000
Equipment	100,000

Total \$2,100,000

B. Endowment

1. General	\$1,350,000
2. Special: Departments of Education and Religious Education \$250,000 each \$500,000 Scholarship Fund 200,000 Student Loan Fund 50,000	750,000

Total \$2,100,000

Grand Total \$4,200,000

WESTMINSTER COLLEGE, FULTON, MO.

M. E. MELVIN, President
1930-1940

College for men; chartered, 1853; 301 students.

The total productive endowment of Westminster College is \$700,000; there is also \$142,000 that is unproductive. The college has no indebtedness.

In March, 1930, the trustees adopted an advance program calling for \$1,225,000—\$835,000 for additional endowment and \$390,000 for erection of buildings and equip-

ment. The college seeks to provide for a selected group of students not to exceed 350, all men, the best faculty staff available, with plant and equipment adequate for the best in modern education. The capital funds are to be expended as follows:

A. Endowment

1. Eight professorships: English, chemistry, biology, social sciences, ancient languages, modern languages, physical education, commerce and business administration, at \$80,000 each	\$640,000
2. Balance on Alumni "Scott" Chair, Mathematics	30,000
3. Scholarship and Loan Fund	50,000
4. Library Endowment	60,000
5. Laboratory Endowment	25,000
6. Campus	20,000
7. Prizes and awards for scholarship (endowment)	10,000
Total Endowment	\$ 835,000

B. New Buildings and Improvements

1. Science Building	\$200,000
2. Library Building	100,000
3. Campus Improvements (immediate)	15,000
4. Enlargement of Heating Plant	10,000
5. Administration Building (reconstruction)	10,000
6. President's Home	10,000
7. Six Professors' Homes, \$7,500 each (for rental income)	45,000
Total Buildings and Improvements	390,000
Grand Total	\$1,225,000

SEVEN YEAR PROGRAM

GUILFORD COLLEGE, GUILFORD COLLEGE, N. C.
 RAYMOND BINFORD, President

Coeducational; chartered as academy, 1834; first college degrees granted, 1888; 300 students.

Guilford College has unencumbered productive endowment amounting to \$585,676; \$4,000 in annuities; \$11,000 in real estate belonging to endowment; and \$10,000 in pledges. It has approximately \$107,000 indebtedness.

The trustees have outlined a Centennial Program calling for \$1,250,000 for endowment, buildings, equipment and improvements by 1937. The specific items are as follows:

1. The Guilford College Centennial Club organized to raise \$25,000 a year. This balances the budget, and finances the program.		
2. Increase the Endowment from \$590,000 to \$1,300,000		\$710,000
3. Building Program:		
Classrooms and Museums	\$100,000	
Classrooms and Laboratories	100,000	
Gymnasium	65,000	
Gymnasium Equipment	10,000	
Athletic Field	10,000	
Stadium	10,000	
President's Home	20,000	
Infirmery	10,000	
Shop and Store Room	2,500	
Faculty Apartments	17,000	344,500
4. Heating Plant and Water Supply:		
Additional boiler in Central Plant and Extension of Steam Lines	25,000	
Additional Water Supply and Purification Plant	15,000	40,000
5. Improvements and Repairs:		
Memorial Hall	25,000	
Cox Hall—Dormitory	10,000	
Library	10,000	45,000
6. Laboratory Equipment:		
Biology	2,000	
Chemistry	3,000	
Physics	1,000	
Home Economics	2,000	8,000
7. Museum		2,500
8. Elimination of Indebtedness		100,000
Grand Total		\$1,250,000

MARIETTA COLLEGE, MARIETTA, OHIO

EDWARD S. PARSONS, President
1928-1935

Coeducational; chartered, 1835; 347 students.

The present productive endowment of Marietta College is approximately \$1,348,912. There is temporary indebtedness of \$100,000 on one of the new buildings.

A Centennial Program was adopted in June, 1928, calling for \$2,000,000 by 1935. Of this amount \$1,235,000 was for endowment and \$765,000 for construction and endowment of new buildings and additional equipment. About one-quarter of the amount specified has been raised.

The greatest immediate need is for endowment funds to increase salaries and departmental budgets, purchase library books, etc. Two new buildings are much needed—a chapel and a chemistry building. Smaller gifts than would be required for these buildings could be used to advantage for safeguarding the health of the college community, for lectures and concerts, books, departmental equipment, etc.

Plans have been drawn for future development, calling for the purchase of more land adjoining the campus, for the construction of a science group, a new astronomical observatory, buildings for music and art, a men's union with fraternity houses adjoining, an outdoor theater, etc. These plans when realized will give Marietta a unified campus with a harmonious group of buildings which will adequately serve a college of 500 students.

MUSKINGUM COLLEGE, NEW CONCORD, OHIO

J. KNOX MONTGOMERY, President
1930-1937

Coeducational; chartered, 1837; 863 students.

Muskingum College has \$857,887 productive endowment; subscription to building fund, \$120,000. Debt on building, \$393,400; on current expenses, \$63,308; total indebtedness,

\$456,708. Muskingum College functioned for seventy-five years with assets totalling only about \$100,000. The college grew beyond anything anybody expected and it was necessary to secure campus and erect buildings when it should have been possible to put all money into endowment. No buildings are erected until actually needed to take care of its students. The largest part of the indebtedness is in buildings, toward which there are subscriptions of \$120,000, and had the year been normal, undoubtedly they would have gone \$250,000 beyond that.

In June, 1930, the trustees adopted a Centennial Program for the next seven years, on the basis of an efficient college for 1,000 students. The program calling for \$9,145,000 is in two parts, of which the first is absolutely imperative. Details follow:

I. AMOUNT SOUGHT BY 1933*

1. Endowment:

a) General Endowment	\$2,150,000	
b) Scholarship Endowment	300,000	
c) Loan Fund Endowment	100,000	
d) Lectureship Endowment	100,000	
e) Library Endowment	100,000	
		<hr/> \$2,750,000

2. Buildings:

a) Completing Cambridge Hall	\$ 150,000	
b) Physical Education Building	350,000	
c) Library Building	250,000	
d) Addition to Power Plant	15,000	
e) Girls' Annex to Dormitory	10,500	
f) Disposal Plant—Sewerage	25,000	
g) Water Filtration Plant and Storage	25,000	
h) Campus Improvements (Roads, Paving, Walks, Plantings)	30,000	
i) Hospital Unit and Endowment	75,000	
j) Zanesville Hall	200,000	
k) Changes in Montgomery Hall	25,000	
l) Changes in Johnson Hall	25,000	
m) Changes in Paul Hall	5,000	
n) Students' Building and Equipment	250,000	
o) Women's Dormitory	225,000	\$1,660,500

* Similar estimates made for each year as an individual unit.

3. Extras:

a) Payments on Bond Issue	\$	45,000	
b) Current Expense		75,000	\$ 120,000

Total amount to be raised by 1933..... \$4,530,500

II. ADDITIONAL FUNDS NEEDED BY 1937,
CENTENNIAL YEAR

1. Endowment:

a) General Endowment	\$2,500,000	
b) Endowment President's Chair	200,000	
c) Religious Education Department	300,000	
d) Department of Music Endowment.....	200,000	
e) Department of Art and Appreciation Endowment	150,000	
f) Fine Arts Lectureship Endowment.....	50,000	\$3,400,000

2. Buildings:

a) Freshman Dormitory	\$	250,000	
b) Two Women's Annexes and Equipment		90,000	
c) Auditorium and Equipment		250,000	
d) Women's Dormitory and Equipment.....		225,000	
e) Campanile with Bell and Chimes.....		150,000	
f) Observatory with Telescope		250,000	\$1,215,000

Total amount to be raised, 1933-1937 \$4,615,000

Summary

Amount sought by 1933—for buildings and endowment.....	\$4,530,000
Amount sought by 1937—Centennial year—building and endowments	4,615,000

Grand Total, 1930-1937 \$9,145,000

SIX YEAR PROGRAM

ALFRED UNIVERSITY, ALFRED, N. Y.

BOOTHE C. DAVIS, President
1930-1936

Coeducational; chartered, 1857; 480 students.

The total invested endowment of Alfred University, not
including pledges and annuities above cash value, amounts

to \$875,000. The indebtedness of Alfred, which is entirely for recent buildings, is \$148,000.

Alfred University is now in the midst of a financial campaign to raise a \$1,000,000 Centennial Fund for buildings and endowment, to be completed in 1936. Already \$300,000 of this fund has been subscribed.

A building program is now in progress, for which \$350,000 is in hand. This sum represents special gifts for special buildings, all received during the last academic year.

MORGAN COLLEGE, BALTIMORE, MD.

JOHN O. SPENCER, President
1930-1936

Coeducational college for Negroes; chartered, 1890; 474 students.

The total productive endowment of Morgan College is \$68,000. The total indebtedness to the end of 1930 will be \$10,000.

The trustees of Morgan College have adopted a six-year program to raise \$600,000—\$450,000 for endowment and \$150,000 for buildings and improvements.

The college has recently erected a three-story, stone, fire-proof dormitory for men, housing 100 persons, with social rooms, infirmary and other facilities, built and equipped at a cost of \$103,000. A Hall of Applied Science is in process of erection at a cost of \$175,000.

FIVE YEAR PROGRAM

ALBRIGHT COLLEGE, READING, PA.

W. F. TEEL, President
1930-1935

Coeducational; founded, 1856; merged with Central Pennsylvania College, 1902, and with Schuylkill, 1928; 466 students.

Albright College has \$393,617 productive endowment; in addition, the college receives annually the sum of \$20,000

(the equivalent of the income of \$400,000 invested at 5 per cent) from the Finance Commission of the Evangelical Church. There is outstanding indebtedness amounting to \$554,327, incurred for necessary buildings and campus improvements at time of union with Schuylkill College (1928) and in anticipation of an early campaign to liquidate the loan.

Albright has a five-year development program calling for the raising of \$1,000,000 by 1935. Of this amount \$355,000 has been secured. The \$645,000 needed to complete the campaign effort will be used for endowment and the liquidation of debts.

UNIVERSITY OF CINCINNATI, CINCINNATI, OHIO

HERMAN SCHNEIDER, President
1930-1935

Coeducational (municipal); founded, 1870; 4,889 students.

On January 1, 1930, the University of Cincinnati possessed \$6,767,034 productive endowment. Since that time a gift of \$2,000,000 has been made, so that the endowment of the university is now \$8,767,034.

A five-year building program contemplates the expenditure of \$2,400,000 for educational buildings. Money for this expansion is already provided and two of the new buildings were begun last summer.

UNIVERSITY OF DENVER, DENVER, COLO.

FREDERICK M. HUNTER, President
1930-1935

Coeducational; chartered as academy, 1864, reorganized as university, 1880; 3,724 students.

The total productive endowment of the University of Denver is \$1,929,270; scholarship and loan Funds, \$27,046. There is indebtedness to the amount of \$159,250, which it is expected will be wiped out before end of the year.

The Development Program calls for productive funds to yield \$111,000 additional annual income for instruction, and building funds to the amount of \$1,700,000—the first item within two years, and both within five.

The items of the program are as follows:

A. Endowment:

To meet additional annual expenditure of \$110,000
for instruction* \$2,000,000

B. Buildings:

Library	\$350,000
Liberal Arts Building	300,000
Gymnasium	250,000
Law School with facilities for Library School	200,000
Women's Building	150,000
Biological Building	150,000
Social Science Building	150,000
Physics Building	150,000

Total \$1,700,000

Grand Total \$3,700,000

DOANE COLLEGE, CRETE, NEBR.

EDWIN R. DEAN, President
1930-1935

Coeducational; founded, 1872; 208 students.

Doane College has \$652,902 productive endowment; total indebtedness, \$94,663.

In June, 1930, the trustees adopted a five-year advance program calling for \$30,000 additional annual expense for

* For additional professorial staff.....(Annually)	\$ 45,000
For salary increases	25,000
For Library support	10,000
For operation	10,000
For retirement allowances	10,000
For Research Fund	6,000
For supplies and equipment	5,000
Total	\$111,000

instruction and \$1,545,000 in capital funds, distributed as follows:

A. Plant—Buildings and Grounds		
From gifts	\$270,000	
Dormitory, from bonds	180,000	\$ 450,000
<hr/>		
B. Educational Equipment, items totalling	20,000	
C. For mortgage Indebtedness	75,000	
D. Endowment, items totalling	1,000,000	
<hr/>		
Grand Total	\$1,545,000	

UNIVERSITY OF DUBUQUE, DUBUQUE, IOWA

PAUL H. BUCHHOLZ, President
1930-1935

Coeducational; founded, 1852; 344 students.

The productive endowment of the University of Dubuque is \$746,494. In addition, the college receives the income on \$65,000 which will shortly be added to its endowment. The total liabilities of the college are \$276,773.

The college has set as its goal the raising of \$1,000,000 endowment within five years at most.

Building needs, including endowment for upkeep, will probably require approximately \$500,000. The endowment is the more immediate objective. When that is realized, the campaign for building funds will be pushed. The college is definitely in need of three new buildings, in the order named—a science building, a library, an auditorium—music, dramatics and fine arts hall.

INTERNATIONAL YOUNG MEN'S CHRISTIAN ASSOCIATION COLLEGE, SPRINGFIELD, MASS.

LAURENCE L. DOGGETT, President
1930-1935

College for men; chartered, 1885; 530 students.

The International Young Men's Christian Association College, Springfield, Massachusetts, has productive en-

dowment of \$1,125,197. The college has no indebtedness.

The college is seeking \$4,500,000—\$2,000,000 to be secured in legacies and the remainder in contributions before 1935 when its semi-centennial will be celebrated. It is estimated that about \$250,000 has already been provided for in wills; a gift from Mr. J. D. Rockefeller, Jr., of \$250,000 conditional on the raising of \$1,750,000 for endowment in cash by July 1, 1935, has been announced. During the five years beginning with this year and ending December 31, 1934, Mr. Rockefeller has promised to give the college each year an income of 5 per cent on his pledge of \$250,000, the income to be used in meeting the budget differences for current expenses incurred in the operation of the college each year.

The Semi-Centennial Fund of \$4,500,000 is divided into three parts:

A. Endowment and Scholarships	\$2,000,000
B. Equipment	2,200,000
C. Maintenance and Expenses	300,000
Grand Total	<u>\$4,500,000</u>

JAMESTOWN COLLEGE, JAMESTOWN, N. D.

B. H. KROEZE, President
1930-1935

Coeducational; opened, 1884; closed, 1893; reopened, 1909; 337 students.*

Jamestown College has \$923,000 productive endowment; pledges amounting to \$150,000 for endowment of the Department of Religious Education, obtained in a campaign closed July 30, are expected to be paid in by December 31, when a \$50,000 conditional offer will be turned over too. There is no indebtedness.

The college has a development program for the next five years that calls for the raising of \$1,200,000, to be distributed as follows:

* Liberal arts enrolment (1929) reported by the college.

A. Endowment	\$ 750,000	
B. Buildings		
Completion of Central Administration		
Building	\$200,000	
Additional Dormitory	150,000	
Music Hall	75,000	
To complete Stadium Fund	25,000	450,000
Grand Total	\$1,200,000	

OUACHITA COLLEGE, ARKADELPHIA, ARK.

CHARLES D. JOHNSON, President
1930-1935

Coeducational; founded, 1886; 327 students.

Ouachita College has \$532,000 productive endowment; outstanding indebtedness \$47,000.

The Alumni Association desires to bring the endowment up to at least one million and is behind an effort to raise the necessary \$468,000.

A five year building program calling for \$500,000 is to provide three new buildings and appropriate equipment: a science hall, a library and an auditorium with fine arts department in connection. The plan is to prosecute the building and endowment programs together and to complete them within five years.

POMONA COLLEGE, CLAREMONT, CAL.

CHARLES K. EDMUNDS, President
1930-1935

Coeducational; incorporated, 1887; 796 students.

Pomona College has \$2,599,907 unencumbered productive endowment, and \$174,631 subject to annuities. It has trusts other than endowments amounting to \$604,363, of which \$500,218 is subject to annuity. No pledges are included in these figures. There is no indebtedness.

The approved five year program of Pomona College calls for a total additional annual expenditure of \$52,000 for instruction, and additional capital funds for endowment,

plant and equipment of \$4,981,000. The items of distribution are as follows:

A. Endowment, including capital to provide the additional annual income of \$52,000	\$2,000,000
B. Plant—Buildings and Grounds, Totaling.....	\$845,000
Men's Dormitories and Dining Halls.....	770,000
Women's Dormitories and Dining Halls ..	700,000
Women's Athletic Fields and Facilities.....	291,000
C. Educational Equipment, Items totaling	375,000
Grand Total	\$4,981,000

WESTERN COLLEGE FOR WOMEN, OXFORD, OHIO

WILLIAM W. BOYD, President
1930-1935

College for women; opened, 1855; 372 students.

The present endowment of the Western College for Women is \$825,000, exclusive of annuities. The college holds \$50,000 in annuities. The total of all trust funds is \$986,016. There is no indebtedness.

The trustees have approved an effort to raise an additional million dollars productive endowment, to be used in improvement of the faculty (1) by raising salaries; (2) by adding two or more departments, somewhat reducing the teaching load of teachers in other departments, and (3) by contributing to the expenses of teachers to conventions and giving them leaves of absence for study and travel; and helping them in those ways which will add to their equipment for their classroom work. No definite intensive campaign is contemplated.

FOUR YEAR PROGRAM

COKER COLLEGE, HARTSVILLE, S. C.

CARLYLE CAMPBELL, President
1929-1933

College for women; chartered, 1908; 225 students.

The total productive endowment of Coker College is \$524,067. There is no indebtedness.

The college has an expansion program calling for \$250,000 for endowment and \$150,000 for equipment before 1934. If certain large contributions materialize according to hopeful anticipation, the program will be proportionately enlarged. At present it stands at \$400,000.

THREE YEAR PROGRAM

HURON COLLEGE, HURON, S. D.

ROYAL C. AGNE, President
1930-1933

Coeducational; incorporated as academy, 1883; opened as college, 1898; 280 students.*

Huron College has endowment investments amounting to \$923,186; scholarship funds \$1,014. The total liabilities are \$51,431.

A financial program is projected which it is hoped may culminate in October, 1933, marking the semi-centennial of the college. This calls for the raising of \$1,000,000 for endowment and \$500,000 for buildings.

WILLIAM JEWELL COLLEGE, LIBERTY, MO.

JOHN F. HERGET, President
1930-1933

Coeducational; founded, 1849; 394 students.

The productive endowment of William Jewell College, June 1, 1930, excluding annuities and pledges, was \$1,176,459. The total indebtedness is \$120,000, of which \$100,000 is due on a new gymnasium just completed.

The development program covering the next three years calls for \$500,000. One-half of this is to be used for some needed physical improvements and the other \$250,000 is to be added to the endowment and the income used for the Christian Education Department.

* Liberal arts enrolment (1929). All data taken from college catalogue.

SYRACUSE UNIVERSITY, SYRACUSE, N. Y.

CHARLES WESLEY FLINT, President
1930-1933

Coeducational; founded, 1870; 4,989 students.

The present endowment of Syracuse University is approximately \$3,000,000. There is no indebtedness.

The university has a development program which the president regards as "the offering of a rare opportunity to our present and future friends—not the seeking for alms." The goal the college has set for itself to be attained by 1933 calls for the raising of \$12,450,000. It is hoped that the trustees and other close friends will contribute approximately \$3,000,000.

Immediate needs included in the college program are as follows:

A. Endowment

1. General endowment for faculty salaries, professors, departments, schools, colleges, etc.	\$8,750,000	
2. Endowment for scholarships	400,000	
		\$ 9,150,000

B. Plant—Buildings

1. Dormitories	600,000	
2. The College of Medicine Buildings	1,600,000	
3. Building on campus	500,000	
		2,700,000

C. Campus development	100,000	
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D. Current Expenses and development expenses	500,000	
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Grand Total	\$12,450,000	
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TWO YEAR PROGRAM

DENISON UNIVERSITY, GRANVILLE, O.

AVERY A. SHAW, President
1929-1931

Coeducational; founded, 1831; 804 students.

Denison University has \$2,360,000 productive endowment; endowment funds on annuity \$1,160,000; scholarship

and special purpose funds \$195,000. The total indebtedness August 31, 1929, was \$72,167.

The trustees are presenting to the undergraduates, alumni and friends of the college the "Denison Centennial Program" outlined in the following chart:

A. Endowment:

1. Salaries (professional)	\$1,000,000	
2. Sabbatical Leave	100,000	
3. Retiring allowances (for professors)	100,000	
4. Scholarships	100,000	
5. Lecturers and Preachers	25,000	
6. Loan Fund (Students)	10,000	
		<hr/>
		\$1,335,000

B. Campus:

1. Improvement of drives, walks and landscaping:	
2. Building of main entrance gateway	50,000

C. Buildings

1. Library	400,000	
Equipment and Endowment	100,000	
2. Administration Building	300,000	
Equipment and Endowment	75,000	
3. Biological Building	200,000	
Equipment and Endowment	75,000	
4. Conservatory of Music and Auditorium	300,000	
Equipment and Endowment	75,000	
5. One Women's Dormitory Unit	200,000	
6. Women's Dining Hall	190,000	
		<hr/>
		\$1,915,000

Grand Total	<hr/>	\$3,300,000
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LAFAYETTE COLLEGE, EASTON, PA.

WILLIAM MATHER LEWIS, President
1930-1932

College for men; chartered, 1926; 1,024 students.

Lafayette College has total productive endowment amounting to \$3,000,000. It has no indebtedness except for current expenses.

The trustees have launched a "Centennial Program," calling for \$3,550,000 of increased resources pledged by 1932.

Founded by Scotch Presbyterians in a Pennsylvania German community, and named in honor of a French patriot, Lafayette College opened its doors to forty-three students on May 9, 1832. Lafayette believes in the intimate college and is committed to an approximate enrolment of one thousand students.

Gift opportunities have been blocked out and the program calls for two gifts of \$250,000; two of \$200,000; three of \$100,000; six of \$50,000; ten of \$25,000 and others in proportion. Memorial units include: the Dormitories, the Commons, many Professorships, the Lectureship Foundation and the Pension Fund.

Already \$1,000,000 has been provided toward this Centennial Fund.

The objectives of the Centennial Program are thus outlined:

A. Endowment:

1. To increase the salaries of the Lafayette faculty to a scale commensurate with their services and the salaries paid at colleges comparable with Lafayette	\$1,360,000
2. To provide a Lecture Fund to bring to Lafayette the stimulating influence of men who have achieved: scholars, authors, scientists, musicians, etc.	100,000
3. To provide Group Insurance and Pension benefits	40,000
Total	\$1,500,000

B. Improvement of Living Conditions:

1. Two new Dormitories to concentrate "off campus" students under the direct supervision of the college	500,000
2. To provide a College Commons	250,000

Total \$ 750,000

C. Improvement of Educational Opportunities:

1. Additional Library Facilities	200,000
2. New Heating Plant	250,000
3. Additions and Improvements for the Mechanical Engineering Building	50,000

4. Building for Department of Government, Law and Civil Rights	500,000
5. Building Maintenance Fund to provide \$15,000 annually toward the maintenance of buildings	300,000
Total	\$1,300,000
Grand Total	\$3,550,000

ONE YEAR PROGRAM

BUCKNELL UNIVERSITY, LEWISBURG, PA.

E. W. HUNT, President
1930-1931

Coeducational; founded, 1846; 1,130 students.

The total productive endowment of Bucknell University is \$1,304,823. For buildings erected during the past five years there is outstanding indebtedness of \$425,000, on which the college pays \$60,000 a year besides interest from current funds.

The trustees have authorized an increase of \$12,000 in the budget for instruction for this year. Improvements on the plant to the amount of \$40,000 were also authorized preliminary to the opening of college in September.

GROVE CITY COLLEGE, GROVE CITY, PA.

WEIR C. KETLER, President
1930-1931

Coeducational; founded as academy, 1876; chartered as a college, 1884; 647 students.*

Grove City College has \$715,831 unencumbered, productive endowment and \$15,500 on annuity. There is no indebtedness.

At their June meeting, the trustees committed themselves to an important program of physical development to the amount of \$750,000 in addition to \$5,000 additional expenditure for instruction. The program now in process of

* Liberal arts enrolment (1929) reported by the college.

realization includes \$50,000 for the purchase of new land and development of the campus, and \$700,000 for three new buildings.

WITHOUT TIME LIMIT

BOSTON UNIVERSITY, BOSTON, MASS.

DANIEL L. MARSH, President

Coeducational; chartered, 1869; 4,703 students.

The total endowment of Boston University is \$6,277,661; the total indebtedness \$1,683,815.

The university authorities have announced a building program that will require about \$18,000,000 for completion. It is a definite plan but indefinite as to time of accomplishment. No high powered intensive campaign is contemplated, but steady and continuous effort. A new building site has been acquired on the Charles River, upon which all departments except the School of Medicine, which will go with the hospitals farther out, will be concentrated. Actual building operations will be begun as soon as money enough has been collected to complete one unit. The first building to be constructed will be the Alexander Graham Bell Memorial Tower, which will house the Graduate School and the general executive offices of the University.

While money is being sought for the new building project, active efforts to secure additional endowment, of which there is urgent need, will continue.

CENTRE COLLEGE, DANVILLE, KY.

CHARLES J. TURCK, President

Coeducational; founded (for men), 1819; 367 students.

Centre College has a total invested endowment of \$1,252,449. There is no indebtedness except a deficit for the past year of \$5,312.

Centre College plans to secure additional endowment of \$500,000. The necessity for this arises in part out of the opening of a woman's department of the college, and

in part out of the need of higher salaries for teachers. The college has no intention of becoming a large institution, and for the present its enrolment limits are fixed at 300 men and 150 women. Its maximum professorial salary is \$3,000 a year and this ought to be raised to \$4,000 a year in the near future.

The college has always emphasized the importance of securing and maintaining intact a large endowment, and the present trends in education, together with new burdens assumed make the present endowment of \$1,252,000 inadequate.

At the present time a public campaign is not contemplated, but the president, with the authorization of the trustees is quietly working on individual prospects and is hoping to secure some initial gifts of large size.

COLBY COLLEGE, WATERTVILLE, ME.

FRANKLIN W. JOHNSON, President

Coeducational; chartered, 1813; 606 students.

The total productive endowment of Colby College is \$1,800,000. The college has no indebtedness.

At their June meeting, the trustees decided to remove the college to a more suitable site as soon as feasible. This will involve the raising of an initial sum of \$5,000,000 before the construction of new buildings is undertaken, to be followed by an additional \$5,000,000 for further extension and development. Attendance is now restricted to 600, and while provision will probably be made for a slightly larger student body there is no plan to make any substantial enlargement in numbers.

EMORY AND HENRY COLLEGE, EMORY, VA.

JAMES N. HILLMAN, President

Coeducational; opened, 1838; 417 students.*

The total productive endowment of Emory and Henry College is \$300,000; the total indebtedness about \$150,000.

* Liberal arts enrolment (1929). College catalogue.

The trustees recently announced a Million Dollar Movement, for the "Freedom, Expansion and Security of Emory and Henry College."

The outline of needs includes these items:

1. New Science Hall	\$ 90,000
2. Central dining plant	50,000
3. Library	40,000
4. Residences, Faculty and President	40,000
5. Additional dormitory	150,000
6. Additional endowment	480,000
7. Capital investment already made	175,000

Grand Total	\$1,025,000
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FISK UNIVERSITY, NASHVILLE, TENN.

THOMAS E. JONES, President

Coeducational college for Negroes; incorporated, 1867; 533 students.*

Fisk University has a total productive endowment amounting to \$1,301,366; total indebtedness \$16,600.

The development program calls for total additional annual expenditure for instruction to the amount of \$190,000; and capital funds aggregating \$5,800,000 distributed as follows:

A. Endowment, including capital to provide \$190,000 additional annual expense for instruction	\$3,800,000
B. Plant, Buildings and Grounds	1,750,000
C. Educational Equipment: Ten buildings at \$25,000 each	250,000
Grand Total	\$5,800,000

KEUKA COLLEGE, KEUKA PARK, N. Y.

A. H. NORTON, President

College for women; founded as coeducational institution, 1892; reorganized, 1921, as a college for women after being closed for five years; 248 students.

* College enrolment (1929). All data taken from college catalogue.

Keuka College has \$275,000 endowment and unproductive funds to the amount of \$306,064. The total indebtedness is \$246,705; bonded debt on dormitory \$125,000; current liabilities \$121,705. Bonds are being retired at the rate of \$5,000 per year. The sum of \$48,000 to be applied on the indebtedness is expected from the settlement of an estate. There are pledges that should net over \$220,000 during the next four years.

When the college reopened in 1921, the trustees set as their first goal 200 students, two new buildings, and \$500,000 endowment before 1931. Last year there were 247 girls, two new college buildings and central heating plant, a new water system, eight college houses, besides invested funds amounting to \$306,064.

The second goal now in process of attainment is \$1,000,000 additional endowment. New pledges that will net about \$220,000 are in hand, most of them for small sums.

The third goal is a building for a chapel and social service laboratory, to cost about \$250,000 with endowment for upkeep of \$250,000. While urgently needed for training of students in social service this third goal cannot be undertaken until the second is attained.

LEHIGH UNIVERSITY, BETHLEHEM, PA.

CHARLES R. RICHARDS, President

University for men, chartered, 1866; 1,512 students.

Lehigh has \$5,250,000 productive endowment. There is no indebtedness.

In 1923 the trustees announced a broad development program which includes \$7,000,000 still to be obtained and which is allocated as follows:

A. Endowment	\$2,000,000
B. Dormitories	3,000,000
C. Auditorium	1,000,000
D. Infirmary (with endowment)	1,000,000
<hr/>	
Total	\$7,000,000

LINFIELD COLLEGE, MCMINVILLE, OREG.

LEONARD W. RILEY, President

Coeducational; founded, 1858; 359 students.

Linfield College has \$876,103 productive endowment. There is no indebtedness and has been none for five years.

The college has set up a goal of one and a half million dollars to fulfill its mission adequately. The program includes these items:

A. Endowment	\$1,000,000	
B. Plant—Buildings and Grounds		
First unit of Women's Dormitory	\$100,000	
First unit of Men's Dormitory	100,000	
Library Building	100,000	
Commons and Social Hall	50,000	
Moving and remodeling Gymnasium	50,000	
Equipment and extension of heating plant..	50,000	
Concrete bridge and campus development....	50,000	500,000
Grand Total		\$1,500,000

MOUNT HOLYOKE COLLEGE, SOUTH HADLEY, MASS.

MARY E. WOOLLEY, President

College for women; founded as seminary, 1837; 1,014 students.

Mount Holyoke College has \$4,075,511 productive endowment, with \$162,467 in annuity funds. There is no indebtedness.

The college seeks for its academic development an increase in the teaching staff and an increase in the salary scales requiring additional annual income of about \$350,000.

The capital funds sought are needed for the following ends:

A. Endowment	\$ 7,000,000	
B. Physical Development: Physical-Chemical Laboratory, Addition to Library, Power Plant, Gymnasium, Chapel, Little Theater, Recitation Hall.....		3,500,000
Total		\$10,500,000

NEW YORK UNIVERSITY, NEW YORK, N. Y.

ELMER ELLSWORTH BROWN, Chancellor

Coeducational; chartered, 1831; 12,419 students.

New York University has \$7,214,019 productive endowment, and an outstanding indebtedness amounting to \$4,064,186.

The university celebrates its centennial in 1931-32 and will enter its second century with a program to secure badly needed endowment and buildings, the total cost of which is so huge, it is understood many years will pass before the ultimate goal is reached.

The total sum of \$73,000,000 was arrived at after a careful survey to determine the exact requirements. In 1926 the announcement of this amount was made public in the hope that people would come to realize the severe strain placed upon the university by its enormous growth.

Allocation of this sum is as follows:

A. Endowment (total of all types)	\$35,500,000
B. Land, Buildings and Building Maintenance	37,500,000
Grand Total	<u>\$73,000,000</u>

OBERLIN COLLEGE, OBERLIN, OHIO

ERNEST HATCH WILKINS, President

Coeducational; chartered, 1834; 1,626 students.

The total productive endowment of Oberlin College August 31, 1929, was \$16,875,696, exclusive of annuity funds. There was no indebtedness.

The college is completing collection of building and endowment campaign pledges of 1923 and is not now proposing any extensive campaign for endowment, although there is keen interest in a quiet effort to secure a number of endowed professorships at \$150,000 each. There is a definite building program, however, that calls for the raising of \$6,475,000, distributed as follows:

A. Instructional Buildings

1. General College Building (or group of buildings),
for the Social Science Departments, the Depart-
ments of History, Philosophy, and Religion, the
Departments of Mathematics and Astronomy,
and the several Departments of Languages and
Literatures \$1,200,000
2. General Science Building (or group of buildings),
for the Departments of Geology and Geography,
Botany, Zoology, and Psychology 1,000,000
3. Physics Laboratory 400,000
4. Astronomical Observatory 150,000
5. Organ Building 200,000

B. Buildings for Physical Education

6. Men's Gymnasium and Swimming Pool 400,000
7. Men's Field House 100,000
8. Women's Gymnasium and Swimming Pool 400,000

C. Library

9. Addition to main Library Building, with remodel-
ing of present building, providing for greater
stack space and departmental reading rooms 250,000
10. Library storehouse for books not in current use 75,000

D. Social and Recreational Building

11. The present Men's Building, remodeled as a social
and recreational building, including a little
theatre 125,000

E. Residences

12. Residence for men: a group containing twelve resi-
dence units of varying sizes and types, and a
men's club 1,250,000
13. Additional residences for women 400,000
14. A group of residences for younger members of the
faculty and administrative staff 200,000

F. Maintenance

15. Maintenance Offices, stores and shops 125,000
16. Power plant 200,000

Grand Total \$6,475,000

Of these several needs the four which are most immedi-
ately pressing are the residences for men, the physics labo-
ratory, the women's gymnasium and swimming pool, and
the general college building.

SHORTER COLLEGE, ROME, GA.

W. D. FURRY, President

College for women; chartered, 1873; 225 students.

The productive endowment of Shorter College is \$360,000; the college also holds a Debenture Bond to the amount of \$140,000, signed by the officers of the Georgia Baptist Convention, which yields interest at 5 per cent. Capitalizing this income, the productive endowment would be slightly in excess of \$500,000. There is no indebtedness.

The trustees have approved raising \$500,000, one third to be set aside for endowment and the remainder for building purposes, but due to the present depression no time has been set for the launching of the campaign or its close. The original plan was to begin the campaign in the early fall, and without resorting to any high pressure methods to continue it until the amount was raised, or the field exhausted.

TAYLOR UNIVERSITY, UPLAND, IND.

JOHN PAUL, President

Coeducational; founded, 1846; rechartered and moved to its present location, 1893; 278 students.*

Taylor University has endowment to the amount of \$559,500, and current indebtedness of \$128,000.

The Alumni and Legal Hundred of Taylor University have agreed that capital funds to the amount of \$1,000,000 to be known as the "Good will Endowment" shall be sought, the same to be preserved in principal as productive. There is also a movement to raise \$300,000 to take care of a bond issue which is placed against a recent building program.

WILMINGTON COLLEGE, WILMINGTON, OHIO

B. O. SKINNER, President

Coeducational; incorporated, 1875; 347 students.*

Wilmington College has total productive endowment of

* Liberal arts enrolment (1929) reported by the college.

\$173,000. There is a total indebtedness, including obligations on buildings, of \$101,000.

The trustees are now prosecuting a campaign which includes the following items:

For Sustaining Fund 5 years	\$100,000
For Endowment	250,000
For Library Building	50,000
For Athletic Plant	10,000
For payment of debt	101,250
For campaign and miscellany	34,000
<hr/>	
Grand Total	\$545,250

In addition, without making formal announcement, they have set for themselves a goal, calling for \$15,000 additional annual expense for instruction; \$60,000 for plant improvements and \$1,000,000 for endowment.

WILSON COLLEGE, CHAMBERSBURG, PA.

E. D. WARFIELD, President

College for women, chartered, 1869; 420 students.

Wilson College has total productive endowment, 1930, exclusive of annuities of \$707,500. There is also \$7,500 in annuities. There is no indebtedness, and there have been no current deficits for thirteen years.

The trustees have a general development program which calls for additional expenditure for current educational equipment, increases in faculty salaries being the chief item, of approximately \$5,000 (representing \$100,000 necessary additional endowment), and a total of \$2,000,000 capital funds, allocated as follows:

A. Endowment	\$1,000,000
B. Buildings	500,000
C. Less urgent needs	500,000
<hr/>	
Grand Total	\$2,000,000

The building program has thus far realized a dormitory costing \$125,000, (1928); a recitation hall costing \$150,000, (October 1930).

WITTENBERG COLLEGE, SPRINGFIELD, OHIO

REES E. TULLOSS, President

Coeducational; chartered as college for men, 1845, women admitted, 1874; 1,071 students.

The total productive endowment is \$1,341,415. The endowment subject to annuity is \$280,725. There is indebtedness amounting to \$425,000.

A Joint Committee appointed to study the financial needs of Wittenberg College, including representatives of the Board of Directors and of each of the supporting (Lutheran) Synods, has recently declared its "firm conviction" that Wittenberg College and Hamma Divinity School together should have additional resources of \$5,000,000, of which \$2,000,000 should be secured immediately. In this sum are included \$250,000 expected from an estate, and \$250,000 for a college chapel for which an individual donor is to be sought, leaving \$1,500,000 as the goal of the immediate official campaign.

RECAPITULATION

COLLEGE DEVELOPMENT PROGRAMS CLASSIFIED ON THE BASIS OF CAPITAL FUNDS SOUGHT AS REPORTED BY MEMBERS OF THE ASSOCIATION OF AMERICAN COLLEGES, SUMMER AND FALL, 1930*

<i>Institution</i>	<i>Total Amount Sought</i>	<i>Period</i>	<i>Objectives†</i>
<i>Below \$500,000</i>			
Bucknell University... \$	40,000	One Year	Imp.
Central College	495,000	Ten Years	End. Bldg. Eqp.
Coker College	400,000	Four Years	End. Eqp.
<i>From \$500,000—</i>			
<i>\$1,000,000</i>			
Center College (Ky.)	500,000	No limit	End.
Grove City College.....	750,000	One Year	Land and Bldg.
Morgan College	600,000	Six Years	End. Bldg. Imp.
Ouachita College.....	968,000	Five Years	End. Bldg.
Shorter College	500,000	No limit	End. Bldg.
William Jewell	500,000	Three Years	End. Imp.
Wilmington	545,250	No limit	End. Bldg. Debt

<i>Institution</i>	<i>Total Amount Sought</i>	<i>Period</i>	<i>Objectives†</i>
<i>From \$1,000,000— 2,000,000</i>			
Albright College	\$1,000,000	Five Years	End. Debts
Alfred University	1,000,000	Six Years	End. Bldg.
Capital University	1,500,000	Fifteen Years	End. Bldg.
Doane College	1,545,000	Five Years	End. Bldg. Equip. Debts
Dubuque, University of	1,000,000	Five Years	End. Bldg.
Emory & Henry Col- lege	1,025,000	No limit	End. Bldg.
Furman University ..	1,000,000	Ten Years	End. Bldg. Equip.
Guilford College	1,250,000	Seven Years	End. Bldg. Equip. Imp.
Hanover College	1,693,000	Ten Years	End. Bldg. Equip. Imp.
Huron College	1,500,000	Three Years	End. Bldg.
Idaho, College of	1,318,000	Ten Years	End. Bldg.
Illinois Woman's Col- lege	1,500,000	Twenty Years	Land, Bldg.
Jamestown College ..	1,200,000	Five Years	End. Bldg.
Kenka College	1,500,000	No limit	End. Bldg.
Linfield College	1,500,000	No limit	End. Plant
Meredith College	1,025,000	Ten Years	End. Plant. Equip.
Our Lady of the Lake	1,550,000	Ten Years	End. Bldg. Imp.
Parsons College	1,600,000	Ten Years	End. Bldg. Imp.
Tarkio College	1,800,000	Ten Years	End. Bldg.
Taylor University	1,000,000	No limit	End.
Western College for Women	1,000,000	Five Years	End.
Westminster College (Mo.)	1,225,000	Ten Years	End. Bldg. Equip.
<i>From \$2,000,000— \$3,000,000</i>			
Agnes Scott College..	2,914,000	Ten Years	End. Bldg.
Cincinnati, University of*	2,400,000*	Five Years*	Bldgs.*
Lincoln University ..	2,165,000	Ten Years	End. Bldg.
Marietta College	2,000,000	Seven Years	End. Bldg. Equip.
Texas Christian Uni- versity	2,000,000	Ten Years	End. Bldg.
Washington College (Md.)	2,500,000	Ten Years	End. Bldg. Equip.
Wilson College	2,000,000	No limit	End. Bldg. Equip.

* A few municipal and state institutions are included with definite programs of expenditure, the funds for which are anticipated, not "sought" in the ordinary sense of the word.

† Abbreviations: Bldg.—Buildings; Equip.—Equipment; End.—Endowment; Imp.—Improvements; L.—Land.

<i>Institution</i>	<i>Total Amount Sought</i>	<i>Period</i>	<i>Objectives†</i>
<i>From \$3,000,000—</i>			
<i>\$4,000,000</i>			
Bates College	3,747,530	Ten Years	End. Bldg. Equip. Imp.
Denison University.....	3,300,000	Two Years	End. Bldg. Equip.
Denver, University of	3,700,000	Five Years	End. Bldg.
Lafayette College	3,550,000	Two Years	End. Bldg. Imp.
Vassar College	3,500,000	Ten Years	End. Bldg. Imp.
Wesleyan College (Ga.)	3,032,000	Ten Years	End. Bldg. Equip.
<i>From \$4,000,000—</i>			
<i>\$5,000,000</i>			
International Y. M. C. A. College	4,500,000	Five Years	End. Equip.
Pomona College	4,981,000	Five Years	End. Bldg. Equip.
Rollins College	4,500,000	Ten Years	End. Bldg.
Virginia Polytechnic Institute	4,890,000	Ten Years	End. Bldg. Equip.
Western Maryland College	4,200,000	Ten Years	End. Bldg. Equip.
<i>From \$5,000,000—</i>			
<i>\$10,000,000</i>			
Fisk University	5,800,000	No limit	End. Bldg. Equip.
Knox College	5,000,000	Ten Years	End. Bldg.
Lehigh University	7,000,000	No limit	End. Bldg.
Muskingum College	9,145,000	Seven Years	End. Bldg.
Oberlin College	6,475,000	No limit	Bldg.
Wittenberg College..... (including Hama Divinity School)	5,000,000	No limit	End. Bldg.
<i>From \$10,000,000—</i>			
<i>\$25,000,000</i>			
Boston University	18,000,000	No limit	Bldg.
Colby College	10,000,000	No limit	New Site, Bldg.
Missouri, University of*	16,635,500*	Ten Years*	End. Bldg. Equip. L.*
Mount Holyoke	10,500,000	No limit	End. Bldg.
Syracuse University.....	12,450,000	Three Years	End. Bldg.
<i>From \$25,000,000 up—</i>			
New York University.....	73,000,000	No limit	End. Land, Bldg.
Northwestern Univer- sity	25,000,000	Ten Years	End. Bldg.

COLLEGE DEVELOPMENT PROGRAMS

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IN THE ASSOCIATION OFFICE RECENT ADMINISTRATIVE CHANGES

ARCHIE M. PALMER

Many new faces have appeared during the past few months in the administrative ranks of the colleges and universities of the country. Some of these newcomers are replacing familiar faces which have disappeared through death or retirement. Others have been summoned to fill vacancies caused by resignations, both voluntary and enforced.

When it was found last year that in the brief span of nine months, there had been fifty-five changes among college presidents, the turnover was considered unusually heavy. It would appear from information thus far obtainable that there has been an even greater mortality during the current year.

By way of an introduction to their colleagues in this work, which a popular writer has so aptly termed "prexy's perilous task," we are now presenting those who have been concerned in changes, during the summer and early fall months, in the colleges holding membership in the Association of American Colleges.

James A. Beebe has resigned as president of Allegheny College because of ill health. Dean C. F. Ross, who has been connected with the college since 1893 and was acting president in 1924-26, has again assumed the office of acting president.

Emory W. Hunt has resigned the presidency of Bucknell University, his resignation to take effect when his successor is chosen and inducted into office.

Robert H. Ruff, who has been on the secretarial staff of the Board of Education of the Methodist Episcopal Church, South, has been elected president of Central College (Missouri), succeeding Bishop W. F. McMurry. He had previously served as president of Morris Harvey College.

L. C. Anderson, who was acting president of Transylvania College last year, has been called to the presidency of Cotner College to succeed J. B. Weldon, who is now doing promotional work for the college.

Clyde L. Lyon, who taught at Eureka College from 1906 until 1912, has been recalled to that college as president. For the past eighteen years he has been teaching in the Northern Illinois State Teachers College.

Aloysius J. Hogan has been named president of Fordham University, succeeding William J. Duane, who in July completed his term of six years at the head of the university.

David Allan Robertson, assistant director of the American Council on Education for the past six years, has been called to the presidency of Goucher College. Following the sudden death of President Guth, Hans Froelicher, a member of the faculty of the college since its opening in 1888, was made acting president. His death in January left the office vacant again, whereupon Dean Dorothy Stimson was made acting president for the remainder of the academic year.

Kenneth I. Brown, who for the past five years has been professor of Biblical Literature at Stephen's College, has succeeded the late Miner Lee Bates as president of Hiram College.

Edward D. Dimnent has resigned the presidency of Hope College and has been succeeded by Wynand Wichers, who was professor of history at the college from 1913 to 1925.

Anthony J. Flynn has been appointed president of Immaculata College (Pennsylvania). Mother M. Loyola, who had been president of that college since 1920, retired on her election as superior-general of the community of her order.

Wendell S. Brooks, who was formerly on administrative work at Carleton College and at Northwestern University, has assumed the presidency of Intermountain Union College.

Harry H. Clark, head of the department of education and dean of the summer school of Furman University for

the past five years, has succeeded E. V. Baldy as president of Judson College.

Charles C. Ellis, formerly vice-president of Juniata College, has been elected president to fill the vacancy caused by the death of President Martin G. Brumbaugh.

H. Robinson Shipherd, who last year completed a survey of educational radio broadcasting, has succeeded H. U. Roop as president of Lincoln Memorial University.

Sister M. Edmond Fern has been elected president of Loretto Heights College.

Ralph W. Lloyd has accepted the presidency of Maryville College, succeeding Samuel T. Wilson.

Mother M. Gerard, who has held the position of dean of Marymount College since its inception in 1918, has been elevated to the presidency of that college.

Jesse H. White, former head of the Department of Psychology at the University of Pittsburgh, has been called to the presidency of Millikin University, to fill the vacancy caused by the resignation of Mark E. Penney.

Alfred E. Whitford has resigned the presidency of Milton College, after being associated with the school for twenty-nine years, during which he has served as teacher, registrar, acting president and president. William D. Burdick has been designated as acting president.

R. E. L. Sutherland has been appointed president of the Mississippi State College for Women to fill the vacancy caused by the death of John C. Fant last year. Dean Nellie Keirn has been acting as president during the interim.

Robert Williams, who has been serving as acting president of Ohio Northern University during the past year, has been formally installed this fall as president of that institution. He succeeds Albert E. Smith, who retired upon the completion of twenty-five years as president of the university.

W. C. Boone has succeeded W. W. Phelan in the presidency of Oklahoma Baptist University.

James King has been elected president of Olivet College; he has been dean of the college for the past ten years. A. E. Vestling, the retiring president, is now teaching in Carleton College.

Henry C. Newell has been called to the presidency of Piedmont College, following the retirement of Frank E. Jenkins. He had previously spent nine years in teaching and administrative work at the college, from 1904 to 1913.

John White, head of the institute's chemical engineering department, has been designated acting president of Rose Polytechnic Institute. John Peddle, who has filled that office ever since the death of President Wagner in 1928, has been forced to give it up due to illness. Dean Donald B. Prentice of Lafayette College has been elected to the presidency and will assume the office in February.

John M. Thomas, for the past five years president of Rutgers University, has resigned that office to accept the vice-presidency of an insurance company. He had previously served for thirteen years as president of Middlebury College and for four years as president of Pennsylvania State College.

Robert M. Montgomery, son of President John Knox Montgomery of Muskingum College, has been elected to the presidency of Tarkio College, succeeding Joseph A. Thompson, who had served as president of that institution since 1887.

Arthur Braden has assumed the presidency of Transylvania College. He had previously been president of Keuka College in 1909-10 and of California Christian College for the past eight years.

Charles O. Gray has resigned the presidency of Tusculum College. He has been succeeded by Charles A. Anderson, who has for the past nine years been a student pastor at the University of Pennsylvania and director of the department of Christian World Education.

J. D. Powers, who had for ten years prior to 1924 been chancellor of the University of Mississippi, has again been

called to that office, to succeed Alfred Hume who was dismissed by the governor. The latter is now teaching at Southwestern (Tennessee).

Walter Williams, dean of the School of Journalism of the University of Missouri since its founding, has been designated as acting president of the University, to succeed Stratton D. Brooks. He becomes president at the end of the year.

Frank Graham, professor of History at the University of North Carolina, has been elected to the presidency of that institution, to succeed Harry W. Chase who has been called to the presidency of the University of Illinois.

Thomas S. Gates, lawyer and banker, has been elected president of the University of Pennsylvania. He is an alumnus of the University and has served as chairman of the Executive Committee of its Board of Trustees since 1927. Josiah H. Penniman continues as provost of the University.

Charles F. Dapp has resigned as president of the Wagner Lutheran Memorial College.

Thurman D. Kitchin, for the past eleven years dean of the Medical School of Wake Forest College, has succeeded to the presidency of that institution, filling the vacancy caused by the resignation of Francis P. Gaines.

Francis P. Gaines has been elected president of Washington and Lee University, succeeding Henry Louis Smith. Robert H. Tucker, who has been acting president since the retirement of President Smith in January, has been named dean of the college.

William F. Quillian, who has served for the past ten years as president of Wesleyan College (Georgia), has resigned that office to become general secretary of the new Board of Christian Education of the Methodist Episcopal Church, South.

Ralph W. Hickok, director of Religious Education at Wells College, has been elected to succeed William W. Boyd as president of Western College for Women.

C. A. Mock has resigned the presidency of Western Union College.

The changes listed above cover only the past few months and do not include many changes occurring in institutions not holding membership in this Association. Over eighty changes among college presidents since the first of the year will be included in a study which is now being made, the results of which will appear in the December BULLETIN.

ARCHITECTURAL ADVISORY SERVICE

At its meeting on March 27, 1929, the Association's Commission on College Architecture and College Instruction in Fine Arts authorized the assembling in the Association headquarters of (a) show plans and photographs of all new construction at member colleges and (b) tabulation of all new construction of various buildings as to size and cost, this material to be held for reference and for the use of Association members who might call at the office for consultation or write for advice and suggestions.

As a first step in building up this architectural advisory service the Executive Secretary at once communicated with the member colleges and requested from them data on buildings recently constructed. The response was most enthusiastic and detailed information about a large number of buildings, including floor plans, photographs and architect's sketches, was received. This material has been assembled on uniform blanks prepared for the convenient recording of data found helpful and necessary in answering requests for information and advice. Through the systematic organization of material on various types of college buildings it is now possible to provide on short notice significant data on existing building such as dormitories, science buildings, libraries, etc.

In addition to the establishment of this fund of valuable information the Association has the benefit of the expert professional services of a practicing college architect, who

is a member of the Commission on College Architecture and College Instruction in Fine Arts, in answering specific questions raised by member colleges. Last year he spent one day each month in the Association office when he was available for personal conference and for the consideration of problems submitted by letter. Again this year he will hold himself available once a month, preferably on the fourth Tuesday of each month, for such conferences when previous advance arrangements have been made with the Executive Secretary.

The architectural advisory service which is gratuitously rendered the member colleges includes (1) personal consultation on individual problems in the Association office on regularly designated conference days by previous arrangement, (2) review of preliminary or final plans of local architects either in conference or through correspondence, (3) suggestion of comparable buildings or architectural plans on file in the office, and (4) reference to literature pertaining to building plans or architectural problems. For the personal conferences, it is very helpful if an outline of the problem to be considered is submitted in advance of the conference.

The comments received from those who made use of the service last year clearly indicate the value of the service and the desirability of further extending it. Following two conferences, each on a different type of building, one president wrote: "I cannot speak too highly of the assistance which was rendered by your bureau of architectural advice. It gave me exactly what I needed and we are proceeding upon the advice obtained." Another president wrote that the service was "of very definite and practical value in helping us plan the new chemistry building. In quick and compact form it gave us the best experience of colleges of our size. The number, size and arrangement of laboratories, classrooms, lecture rooms, etc., for a school of a thousand students was readily ascertained. The cost of laboratories for a wide range of schools was stated and it was

easy for us to determine how much money we should expect to put into a building that would be adequate to our needs. This information was laid before one of the foundations and undoubtedly had weight in their decision to give us the building."

These comments are typical of the many that have been received. In order to keep the information up-to-date and complete member colleges are requested to advise the Executive Secretary whether they have constructed any new buildings during the past year, have any now in the course of construction or contemplate building any in the near future. For each building the following information is desired: (1) the purpose or use of the building, (2) the name and address of the architect, (3) the style of architecture, the exterior finish, whether fireproof and whether part of a comprehensive campus plan, (4) the costs of the building, of the building equipment and of the furnishing, (5) the floor dimensions, number of stories, capacity and other detailed information, and (6) a photograph and diagrammatic plans.—A. M. P.

The American Library Association has issued College and Reference Library Yearbook No. 2. It has been compiled by a committee of the college and reference section of the Association. It contains President Evans' chapter in *The Effective College* on the contribution of the library to effective teaching. It gives a considerable amount of college library news, an extended bibliography of American college library administration, and of college and reference library statistics. There are suggestions for minimum college library standards, an outline of the education for librarianship, building plans of Illinois, Rochester, Cincinnati and Chicago, and a directory of librarians in the college and university libraries. On the whole the book is so valuable that every college will wish a copy.

"THE SMALLER COLLEGE"

At the last annual meeting of the Association of American Colleges it was recommended by the Executive Secretary that a special study be made of "the smaller college" and its place in the American scheme of higher education. That recommendation was approved and the study has been initiated.

A survey of our membership has brought to light the fact that more than one-half the present members of the Association have liberal arts enrolments of 500 students or less, and that nearly half of these have less than 300 students. In view of this situation and of the renewed attention that is being given to the smaller unit of college administration, the benefits of this study of "the smaller college" promise to be invaluable, particularly to the colleges cooperating.

An invitation to participate in the study was extended by the Executive Secretary in a letter sent out just before Commencement. The invitation was so worded that a response was expected only from colleges having a liberal arts enrolment of 500 students or less. Nevertheless, many colleges having over 500 students indicated a desire to participate. A few were accepted.

A total of eighty-four colleges are now cooperating in the study. Naturally quite a number of eligible colleges participating now in other surveys are not included. As many presidents in the rush of Commencement missed the invitation, it has been decided to accept further cooperating colleges having liberal arts enrolments not exceeding 600 students.

Any such colleges desiring to participate are urged to communicate at once with Associate Secretary Archie M. Palmer at the headquarters of the Association, 111 Fifth

Avenue, New York City, and they will be advised of the procedure that is being followed.

The study will cover the following areas: (1) educational policy, (2) organization and administration, (3) personnel, (4) the "raw material (student supply) and the "product" (alumni), (5) instructional facilities and techniques, (6) physical plant, (7) financial situation and needs, and (8) such miscellaneous areas as student life, religious life, personnel guidance, extra-curricular activities, enrolment trends and special activities. Brief detailed schedules have been prepared indicating the information desired in each of these areas.

As a basis for preparing these schedules and in order to eliminate requests for information existing in printed form, each college is requested to send copies of its original and amended charter; articles of incorporation; by-laws and formulated regulations of the board of trustees; by-laws and regulations of the faculty, if organized; all rules and regulations issued by the college governing student affairs; latest catalogue; president's, treasurer's and dean's reports and any other pertinent printed literature.

They are also requested to send a statement of the purpose and objectives of the college. This may be contained in some of the printed literature requested above, in which case a reference to such statement or statements is sufficient.

In addition, a statement of liberal arts enrolment for 1929-30, distributed by classes—first and second semesters given separately, with data about the number of new students admitted and lost at mid-year, is requested.—A. M. P.

NEWS NOTES

THE National Bureau of Economic Research, Inc., at the request of the Committee on the Cost of Medical Care, of Washington, D. C., is making a study of various methods of distributing the expense of medical care. University health service comes within the scope of this inquiry, especially in colleges and universities where sick students are given infirmary and other care in return for an annual fee.

AT the last commencement of Columbia University the degree of Doctor of Letters was conferred upon W. W. Bishop of the University of Michigan, upon the ground of his high scholarship and successful and long continued administrative ability as a college librarian. The citation referred especially to Dr. Bishop's recent work in the classification of the books of the libraries of the Vatican at Rome. Dr. Bishop is the Chairman of the Advisory Committee on College Libraries of the Carnegie Corporation.

DR. JOHN H. MACCRACKEN, formerly President of Lafayette College, has been elected Associate Director of the American Council on Education, Washington, D. C.

THE following note was handled recently by the press associations.

Dr. Robert L. Kelly, the Executive Secretary of the Association of American Colleges, whose headquarters are in New York City, gave out the information today that a Trust Fund has recently been organized in connection with the Old Colony Trust Company, Boston, which is intended to serve as a nucleus in assisting young women of Maine and New Hampshire to secure a college education under conditions that will not be discriminatory, and will guarantee them facilities equal to those provided for men. This

means that if the proceeds of this fund are to be used they must be used by an institution or by institutions which place no restrictions upon young women as to enrolment, scholarship requirements, and programs of study which would not under similar conditions be placed upon men.

In the judgment of the donors and of the trustees of this Fund such restrictions do exist at the present time within the territory named.

The trustees of the Fund are the following: Dr. Payson Smith, the Commissioner of Education of the Commonwealth of Massachusetts; President K. C. M. Sills, Bowdoin College, the Hon. Carl E. Milliken, New York City, Dr. Alfred Williams Anthony, New York City, and Dr. Robert L. Kelly. Dr. Kelly advised that he was not at liberty to give the names of the donors of the Fund.

The Fund at present consists of \$350,000. This amount, however, is the result of an addition having been made by a second donor to the first gift, and it is believed that the total value of the Fund is likely to be increased as others interested in the education of the young women of Maine and New Hampshire feel disposed to contribute in this way to such a worthy purpose.

ON June 17, 1798, George Washington wrote from Mount Vernon: "To promote Literature in this rising Empire, and to encourage the Arts have ever been amongst the warmest wishes of my heart." In this letter he was passing on to Washington Academy a gift of \$50,000 which had been made to him by the Legislature of Virginia. Washington Academy afterwards became Washington College and is now Washington and Lee University.

THE first number of Volume I of the *Junior College Journal* published by the Stanford University Press is at hand. As might be expected the introduction is written by the Secretary of the Interior, Ray Lyman Wilbur, who is a

well known advocate of the junior college movement. He remarks that "there is almost as much conservatism in changing the social phases and the curriculum of a college as there is in moving a cemetery." Most liberal arts colleges welcome the junior colleges and hope they will be able to make an important contribution to American education. They have before them, of course, a long and rather rocky road if we may judge by the history of the last 300 years of American education.

DR. ROBERT L. KELLY, the Secretary of the Association of American Colleges, and also of the Council of Church Boards of Education, gave the opening address in the series of weekly radio programs of the National Students Federation of America on Monday, September 22. The address "Looking Forward with Students" was given over the Columbia Broadcasting system network.

Among the other speakers in the series are Dr. Paul Monroe, Director of the International Institute, Professor Harry Overstreet, of New York University, Rabbi Stephen Wise, Dr. Carl Becker, former Prussian Minister of Education, and Vernon Bartlett, the English journalist.

THE Associate Secretary, Archie M. Palmer, gave a radio address recently under the auspices of the National Radio Homemakers Club to the high school students of America on the selection of their college and the development of their course of study with that end in view. This address was in connection with the national network of the Columbia Broadcasting System.

AN interesting development in the field to which the Association has been giving much attention during the last few years is the action of the University of Chicago in sending a questionnaire to 2,377 Doctors of Philosophy of that Institution, asking them for information relative to the values of the work done while students of the graduate schools of the University.

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